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ABSTRACT

A CLASSROOM TEST IS A WORK SAMPLE OF ALL THE BEHAVIORS THE STUDENT MUST MASTER IN A GIVEN CURRICULUM OR PART OF THE CURRICULUM. STUDENT PERFORMANCE ON THIS SAMPLE ENABLES THE TEACHER TO GENERALIZE CONCERNING PROGRESS AND MASTERY IN THE PORTION FROM WHICH THE SAMPLE IS DRAWN. EACH BEHAVIOR TO BE MASTERED DEMANDS A SUITABLE TEST OR TEST ITEMS SPECIALLY DESIGNED TO MEASURE THE BEHAVIOR. THE ROLE OF ACHIEVEMENT TESTING CONSTITUTES THE MATTER OF THIS SECOND IN A SERIES OF FIVE VOLUMES DESIGNED TO EQUIP THE TEACHER WITH THE BASIC SKILLS IN TEACHING IN IPI. IPI USES ACHIEVEMENT TESTING IN FOUR WAYS AND THEY ARE DESIGNATED: PLACEMENT TESTS, UNIT PRETESTS, CURRICULUM EMBEDDED TESTS OR CET'S, AND UNIT POSTTESTS. EACH OF THESE IS DESCRIBED IN DETAIL HERE AND THE TEACHER SHOULD, AFTER MASTERING THEM, BE ABLE TO ADMINISTER THE IPI TESTS AND USE THE RESULTS IN WRITING PRESCRIPTIONS. (GO)

ED036149

TEACHING IN IPI

RESEARCH FOR BETTER SCHOOLS, INC.

volume II

APPLETON-CENTURY-CROFTS

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TEACHING IN IPI

(A Program of Teacher Preparation)

by

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Volume 2

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TEACHING IN IPI

Section III

DIAGNOSIS OF STUDENT ACHIEVEMENT

A. Introduction

B. IPI Placement Tests

C. IPI Pretests

D. IPI Posttests

E. IPI Curriculum Embedded Tests

Suggested setting: 1. Individual work
2. Group of 2-3

This section introduces the role of achievement testing in individualized instruction. In addition, the IPI achievement tests are described in detail. After completing this section, you will be able to administer the IPI tests and use the test results in prescription writing.

INTRODUCTION

INTRODUCTION

The teacher:

1. Describes the source of good achievement tests or test items.
2. Lists the four uses of achievement tests in classroom instruction.
3. Describes placement tests in terms of sampling the curriculum and in terms of use.
4. Describes pretests in terms of sampling and in terms of use.
5. Describes curriculum embedded tests in terms of sampling and in terms of use.
6. Describes posttests in terms of sampling and in terms of use.

INTRODUCTION

Achievement tests offer us a systematic way of looking at a student's behavior. Administrators, teachers, guidance counselors and many others all employ test results in some way for the general purpose of improving instruction. The kinds of evaluation each group seeks answer different questions. Some ask, "How good are the schools in the Nation?" This is national assessment. Others ask the question, "How does my school district compare with similar districts?", to get information for the community and Board of Education. A question such as, "What has been the trend for the last five years in pupil achievement of social studies?", helps in identifying areas requiring improvement.

These questions are very different from the kinds asked by the classroom teacher. Measuring educational outcomes and comparing the results with regional norms or national averages are not very useful to a teacher in a classroom with twenty-eight very different students.

The teacher asks:

1. What can this student do?
2. What are the things he cannot do?
3. How is he progressing in his assigned work?
4. What difficulties is he encountering in his assignment?
5. What is the evidence that he will experience success in his next assignment?
6. Is he ready to learn something new?

The student himself uses testing to answer his questions:

1. What am I supposed to learn?
2. How am I doing?
3. What is giving me trouble?
4. What help must I ask for?
5. Can I do this as well as everybody else?

Answers to these questions can be extraordinarily helpful to the teacher in guiding the educational development of the student and in measuring the effectiveness of instruction. Students are motivated by the answers which frequently function to establish a readiness and receptivity to learning something new. This information also helps the student increase his independence in working towards a well defined target.

It is obvious that the test instruments used for national assessment, district comparisons, and trend studies are completely irrelevant to the questions of the teacher and student. These questions can only be answered by a work sample.

A classroom test is a work *sample* of all the *behaviors* the student must master in a *given* curriculum or a part of the curriculum. Student performance on this sample enables the teacher to generalize concerning progress and mastery in the portion from which the sample is drawn. Before such generalizations can be made, the classroom test must constitute a fair and representative sample of behaviors to be mastered. Unless this is the case, the test will not answer questions about student progress. Also, it may well leave the students thoroughly confused about what they are to learn, what they are learning, *and if they have learned at all.*

No tests dictate what to teach. Instead, our learning goals, instructional objectives, behavioral objectives (whatever they may be called) tell us what we want to test. Each behavior to be mastered demands a suitable test or test items specially designed to measure the behavior.

The actual writing and construction of tests are not easy tasks. They require skill and practice. These skills will not be covered in this discussion. If you are interested in refining your techniques in the construction of a classroom test, a kit called *Making Your Own Test*, consisting of filmstrips, records and worksheets, is available. Ask the instructor for the materials.

Once this matching of work samples to behaviors is done, the *classroom test* becomes a powerful tool for *diagnosing the learning needs of the students*. The teacher then can *place the students accurately in the curriculum, analyae the specific skills he needs to learn, monitor his progress*, and *determine his mastery*. These four uses of the classroom test give the teacher a basis for choosing specific instructional resources to help the student master the desired behaviors.

IPI uses achievement testing in these same four ways. IPI has developed four kinds of achievement tests that enable the teacher:

1. To place the student in each area of the Mathematics Continuum at a particular level of competency which will serve as the starting point for finer, more discriminating diagnosis. These tests are called Placement Tests.

2. To analyze the specific mathematics skills the student has yet to master within a particular unit. These tests are called Unit Pretests.

3. To monitor the student's progress as he works on his prescription and moves from skill to skill within a unit. These tests are called Curriculum Embedded Tests or CET's.

4. To determine the student's mastery of all the skills in the unit. These tests are called Unit Posttests.

We will look at each of these IPI tests separately, learn what they are and how to use them.

IPI PLACEMENT TESTS

IPI PLACEMENT TESTS

The teacher:

7. Describes IPI Placement Tests in terms of use and organization
8. Indicates on a Continuum chart those units that have Placement Tests.
9. Uses the Placement Tests booklets to describe the contents and sampling of the Placement Tests.
10. Describes the procedures for IPI placement testing:
    a. Selecting a starting level for placement testing.
    b. Administering Placement Tests.
    c. Scoring and filling in Profile sheets.
    d. Making decisions on the basis of Placement Test scores related to the placement of the student in the Continuum and additional testing.
    e. Recording decisions about placement testing on the Profile sheet.
    f. Ending placement testing.
11. Selects and assisgns units in the Mathematics Continuum in a proper sequence from a placement Profile and Continuum chart.

PRETEST: Section III: IPI Placement Tests

The following items constitute a pretest.

The answer key which accompanies the test is correlated to the instructional materials in this section. Based upon the right and wrong responses you have made on the test, the answer key will direct you to those pages on which you should work to achieve 100% mastery.

Directions:

1. Take the pretest.
2. Use the answer key immediately following the pretest to correct your work.
3. Work on the pages to which you are directed by the pretest answer key.
4. Take the posttest.
5. Use the answer key immediately following the posttest to correct your work.
6. Move on to the next pretest if you have scored 100%.
7. Work on the pages to which you are directed by the posttest answer key if you have scored under 100%. Discuss these pages with other teachers working through this section.
8. Use the pretest as a posttest. (Alternate using the two test forms.)
9. Work toward 100% mastery.

Answer true (T) or false (F):

1. A well-constructed test of achievement samples the behaviors the student is to learn. __________

2. IPI Placement Tests give a detailed picture of student-achievement in the units tested. __________

3. IPI Placement Tests are used to enter a student into the Mathematics Continuum. __________

4. In IPI the scores resulting from placement testing are used to assign students to groups formed upon the basis of achievement levels. __________

5. IPI provides the teacher with Placement Tests that cover every unit in the Continuum. __________

6. In IPI a third grader usually starts placement testing on Level C. __________

7. In IPI a student continues placement testing until he fails one complete level. __________

8. IPI tests are scored by aides who also enter the scores and percentages on the student Profile sheet. __________

9. Placement testing must be completed before a teacher can start the student working in the Continuum. __________

10. The teacher enters the placement levels for each student on the student's Profile sheet. __________

What decisions would you make about placement and placement testing in these instances of IPI Placement Test scores? Select the best answer below each item. (Use attached Continuum chart to help you.) Assume this is the first placement test score.

1. A student scores 82% in B-Num: ____________

   a. Place in B-Num.
   b. Test in C-Num.
   c. Retest in B-Num.
   d. Insufficient information.

2. A student scores 59% in E-Add: ____________

   a. Place in E-Add.
   b. Test in F-Add.
   c. Test in D-Add.
   d. Insufficient information.

3. A student scores 16% in F-Frac: ____________

   a. Place in F-Frac.
   b. Test in E-Frac.
   c. Test in F-Div.
   d. Insufficient information.

4. A student scores 90% in F-Time: ____________

   a. Place in F-Time.
   b. Test in G-Time.
   c. Place in G-Time.
   d. Insufficient information.

5. A student scores 70% in B-Add.-Sub: ____________

   a. Place in B-Add.-Sub.
   b. Place in B-Add.-Sub, C-Add. and C-Sub.
   c. Test in C-Add. and C-Sub.
   d. Insufficient information.

Level
Placement Tests

A	B	C	D	E	F	G	H	
#							#	Numeration (Num.)
X							#	Place Value (P.V.)
#							#	Addition (Add.)
X	X						#	Subtraction (Sub.)
X	X	X					#	Multiplication (Mult.)
X	X	X					#	Division (Div.)
X	X						#	Combination of Processes (COP)
#							#	Fractions (Frac.)
X					#	X	X	Money (M.)
X							#	Time (T.)
X						#	X	Systems of Measurement (SOM)
X							#	Geometry (Geom.)
X		X	X	X	X	X	X	Addition and Subtraction (Add.-Sub.)

X = No existing units
# = No Placement Test for this unit

Reference Chart: IPI MATHEMATICS CONTINUUM PLACEMENT TESTS

ANSWER KEY

PRETEST: Section III: IPI Placement Tests (pp~~[illegible])~~ 14-150

True-False:

1. T
2. F
3. T
4. F
5. F
6. T
7. F
8. T
9. F
10. T

Select best answer:

1. b
2. a
3. b
4. b
5. b

IPI PLACEMENT TESTS

Placement testing is extremely important to the initial entry of the student into the sequence of the Continuum. It determines his status in the sequence and it is the first step in starting instruction "where he is." Unlike group instruction which uses placement testing to match a student to a group of students, IPI uses placement testing to match a student's competencies to the various units in the Continuum.

This section will answer the following questions about IPI Placement Tests:

1. What are IPI Placement Tests?
2. What are IPI Placement Tests used for?
3. How many IPI Placements are there for the Mathematics Continuum?
4. How are IPI Placement Tests labeled?
5. What does each Level of Placement Tests consist of?
6. Why are Placement Tests composed of a limited sample?
7. What are the procedures followed in IPI placement testing?

What are IPI Placement Tests?

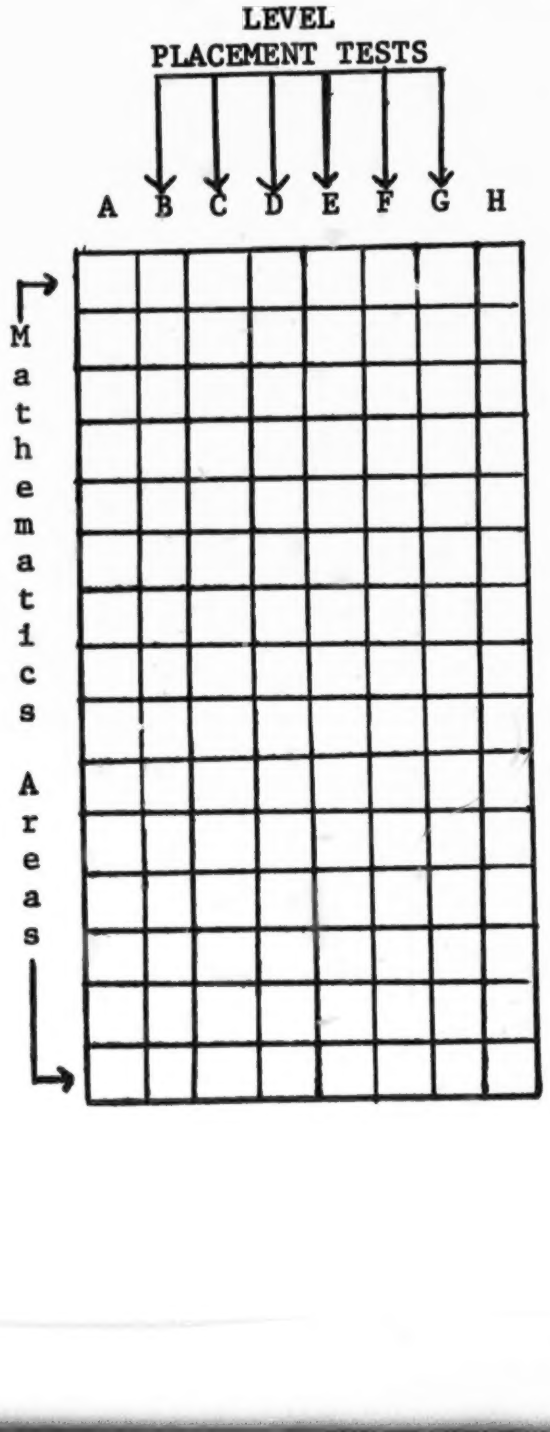
IPI Placement Tests consist of a battery of diagnostic instruments that give a measure of gross achievement in the entire IPI Mathematics Continuum by means of a fairly small sampling of the Continuum.

What are IPI Placement Tests used for?

The Placement Tests are usually administered in the beginning of the school year to locate the student at a level of competency in each area of the Continuum. These Tests are used as a broad inventory of what the student can do (and not do) in the Continuum.

How many Placement Tests are there for the IPI Mathematics Continuum?

There are six Placement Tests in IPI Mathematics. There is a Placement Test for each of Levels B through G inclusively.



Level A does not have Placement Tests. Level A has only three units (Num., Add., Frac.) or a total of 13 skills. Any entering student who cannot succeed or place in any of the tests on Level B is automatically placed in the area on Level A without A placement testing.

Level H does not have Placement Tests. Level H is the last fully-developed Level in the Continuum. Any entering student who succeeds in an area on Level G is automatically placed in the area on Level H without Level H placement testing.

How are the Placement Tests labeled?

The Placement Tests are labeled by the Levels they test.

COMPLETE THE FOLLOWING LABELING:

The six Placement Tests are:

1. Level B ____________ Placement Tests
2. __________________ Placement Tests
3. __________________ Placement Tests
4. __________________ Placement Tests
5. __________________ Placement Tests
6. __________________ Placement Tests

What does each Level of Placement Tests consist of?

Each Level of Placement Tests usually consists of a limited sampling of each Area existing at that Level. Each Level of Placement Tests is best described by using the following IPI record sheet called an Arithmetic Placement Score Profile to illustrate our answer.

Briefly, the Profile sheet summarizes one student's performance on Placement Tests in the form of Test scores filled in by the clerical aide. The Profile does not contain three Areas normally listed in the Continuum. They are Addition and Subtraction in Other Bases, Multiplication and Division in Other Bases, and Special Topics. Students are not placement tested in these Areas but are automatically placed in them at whatever Level each starts. In the case of Special Topics, this occurs on Level C.

At this time, the Profile sheet will help us look at each Level of Placement Tests. →

Use the Profile sheet to follow:

Level B Placement Tests sample all Units in column B except for the unit boxes containing the X's. There are no Units of skills for these Areas on Level B. Note that Units B-Addition and B-Subtraction are combined together for placement testing only on Level B (indicated by asterisks).

Level C Placement Tests sample all Units in column C except for the unit boxes containing X's. There are no Units of skills for these Areas on Level C.

Level D Placement Tests sample all Units in Column D.

Level E Placement Tests sample all Units in column E.

Level F Placement Tests sample all Units in column F except F-Money. Since F-Money is the highest Level in the Area, a student is automatically placed in it if he exceeds E-Money. As a rule, placement in the highest Level of any Area is automatic upon passing the Placement Test of the next lower Level.

Level G Placement Tests sample all Units in column G except for G-Money (no Unit exists here), G-Time, and G-Systems of Measurement (not tested since it is the highest Level of the Area).

Level H has no Placement Tests since it is the highest fully-developed Level of the existing Areas. Placement in these Units is automatic if Level G Placement Tests are passed.

ARITHMETIC PLACEMENT SCORE PROFILE

IPI individually prescribed
MATHEMATICS

CHOOL STAMP | P. 2-3

ADE P. 9

OOM

STUDENT NAME

STUDENT NUMBER

P-4	5	6	7

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I	B	C	D	E	F	G	H	I	PLACED AT LEVEL
	P. 10-13											
NUMERATION		01	MAX. PTS.							Not tested	I UNITS BEING DEVELOPED — NO TESTS	
			SCORE									
			%									
PLACE VALUE		02	MAX. PTS.							Not tested		
			SCORE									
			%									
ADDITION		03	MAX. PTS.	* X						Not tested		
			SCORE									
			%									
SUBTRACTION		04	MAX. PTS.	* X						Not tested		
			SCORE									
			%									
MULTIPLICATION		05	MAX. PTS.	X	X					Not tested		
			SCORE									
			%									
DIVISION		06	MAX. PTS.	X	X					Not tested		
			SCORE									
			%									
COMBINATION OF PROCESSES		07	MAX. PTS.	X						Not tested		
			SCORE									
			%									
FRACTIONS		08	MAX. PTS.							Not tested		
			SCORE									
			%									
MONEY		09	MAX. PTS.					Not tested	X	X		
			SCORE									
			%									
TIME		10	MAX. PTS.						Not tested	X		
			SCORE									
			%									
SYSTEMS OF MEASUREMENT		11	MAX. PTS.						Not tested	X		
			SCORE									
			%									
GEOMETRY		12	MAX. PTS.							Not tested		
			SCORE									
			%									
ADDITION AND SUBTRACTION		34	MAX. PTS.	*Both tested here	X	X	X	X	X	X		
			SCORE									
			%									

X = No existing units

P = PLACEMENT CARD

Why are Level Placement Tests a limited sample?

Placement Tests are usually administered at the beginning of the school year to all students or to students entering the school during the school year. They are intended only to locate the student in the Areas of the Continuum. Therefore, Placement Tests test the most representative skill(s) in the Units. They do not test every skill in a Unit. As an example, the following tabulation shows how Level B Placement Tests are constructed:

Units	Number of Skills in Unit	Skill(s) Tested
B-Numeration	9	7,8
B-Place Value	2	1,2
B-Addition	11	5,7,10
B-Fractions	1	1
B-Money	4	1,2,4
B-Time	3	2,3
B-Systems of Measurement	4	3
B-Geometry	2	1

Level B Placement Tests

CHECK THIS TABLE WITH THE IPI LEVEL B PLACEMENT TESTS BOOKLETS THAT FOLLOW. EXAMINE THE OTHER FIVE BOOKLETS OF IPI PLACEMENT TESTS.

1. Locate the Table of Contents on the inside cover. It summarizes the areas and specific skills which are tested on that Level.
2. Examine the test pages. These pages identify the units and skills tested and provide the test items to be done by the student.

SCHOOL CODE

NAME ______________________________

NUMBER ______________________ **CLASS** ______________________

ipi

individually prescribed instruction

MATHEMATICS

Placement Tests

LEVEL B

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh, Richard Cox, Ph.D., Director

For speed and ease in correcting this test, fill your sponge applicator with the special developing solution, and apply it from top to bottom along the right-hand margin, outside the line, on each page. Write and See®, patents pending.

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DEVELOPMENTAL EDITION

IPI TERMINOLOGY

Mathematics Area: A breakdown of the mathematics subject area; i.e., "Numeration," "Place Value," "Addition," etc.

Level: The levels of study in the mathematics areas; i.e., "A," "B," "C," etc.

Unit: A level of study for a mathematics area; e.g., "B-Numeration," "G-Subtraction."

Objective or Skill: A breakdown of skills within a unit; e.g., "B-Numeration-Skill 1," "B-Numeration-Skill 2."

TABLE OF CONTENTS
Level B Placement Test

subject area	unit codes	skills tested	comments
Numeration	01	7, 8	
Place Value	02	1, 2	
Addition and Subtraction	34	5, 7, 10	
Fractions	08	1	
Money	09	1, 2, 4	
Time	10	2, 3	
Systems of Measurement	11	3	
Geometry	12	1	

NAME AND
NUMBER________________________

DATE________________________

CLASS________________________

unit page 1 of 2

Skill 7 – Directions: Look at the sample box below. What number comes just before 2? Write the number on the line in front of the 2. Do the rest of the problems the same way.

SAMPLE

1 , 2

______, 40 ______, 98 ______, 33

– Directions: Look at the sample box below. What number comes just after 2? Write the number on the line after the 2. Do the rest of the problems the same way.

SAMPLE

2 , 3

59, ______ 99, ______

NAME AND NUMBER______________________________

DATE______________________________

CLASS______________________________

Skill 8 – Directions: Draw a circle around the smallest number in each box below.

16 19 15

47 67 57

96 69 99

– Directions: Put > or < in the little boxes to show which number is greater and which is lesser.

16 ☐ 61

98 ☐ 89

IPI Placement Test **B Place Value (02)**

NAME AND NUMBER______________________________

unit page 1 of 1

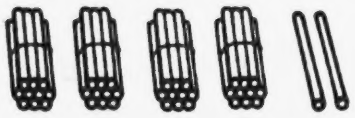
DATE______________________________

CLASS______________________________

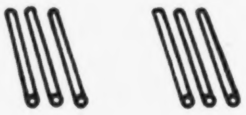
Skill 1 — Directions: Look at the underlined numeral in each box. Circle tens if this numeral is in the tens column. Circle ones if the numeral is in the ones column.

$7\underline{5}$	tens	ones
$\underline{2}0$	tens	ones
$7\underline{0}$	tens	ones

Skill 2 — Directions: Look at the crayons in each row. Each bundle has ten crayons in it. Write the number of tens and ones shown in each row.



__ tens and __ ones



__ tens and __ ones

NAME AND NUMBER________________________________

DATE________________________________

CLASS________________________________

unit page 1 of 2

Skill 5 — Directions: In each box fill in the missing number.

$$\begin{array}{r} 2 \\ +\,3 \\ \hline \square \end{array} \qquad \begin{array}{r} 5 \\ +\,\square \\ \hline 8 \end{array} \qquad \begin{array}{r} \square \\ +\,5 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 7 \\ -\,3 \\ \hline \square \end{array} \qquad \begin{array}{r} \square \\ -\,5 \\ \hline 4 \end{array} \qquad \begin{array}{r} 8 \\ -\,\square \\ \hline 2 \end{array}$$

$3 + \square = 6$ $\qquad$ $10 - 6 = \square$

Skill 7 — Directions: Write = or ≠ in each ☐ to make a true number statement.

$3 + 7 \ \square\ 9$ $\qquad$ $12 - 6 \ \square\ 6$

NAME AND NUMBER________________________________

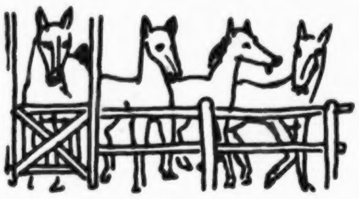
unit page 2 of 2

DATE________________________________

CLASS________________________________

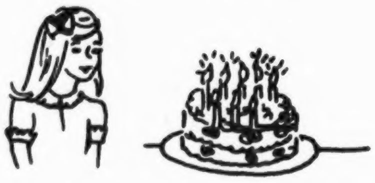
Skill 10 – Directions: Read the problems. Circle the correct answer to each problem.

Farmer Joe had 1 horse in his corral and 3 horses outside the corral. How many horses in all had farmer Joe?



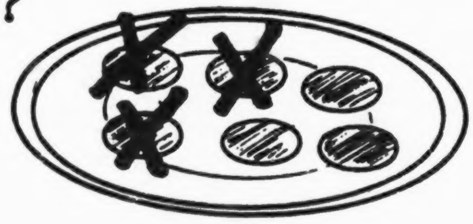
2 3 4 5

Mary had 8 candles lit on her birthday cake. She blew out 3 of them. How many candles were still lit?



3 5 8 9

There were 6 cookies on the plate. Judy ate 3 of them. How many cookies were left?



6 4 3 2

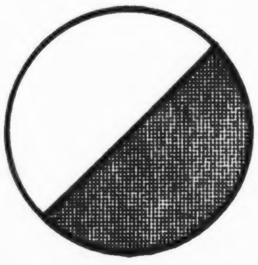
NAME AND NUMBER____________________

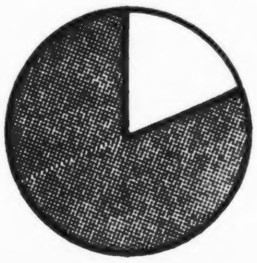
unit page 1 of 1

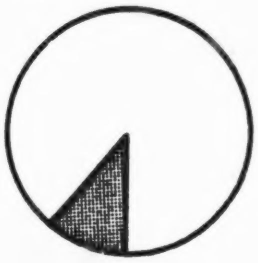
DATE____________________

CLASS____________________

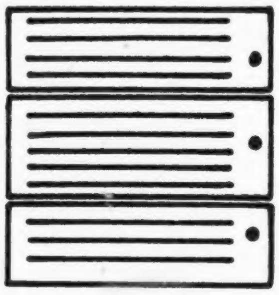
Skill 1 — Directions: Draw an X on the circle that is half shaded.

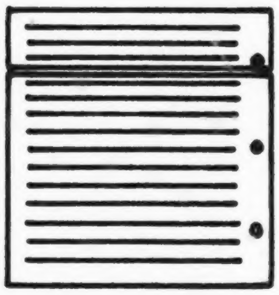


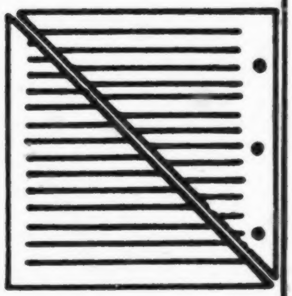




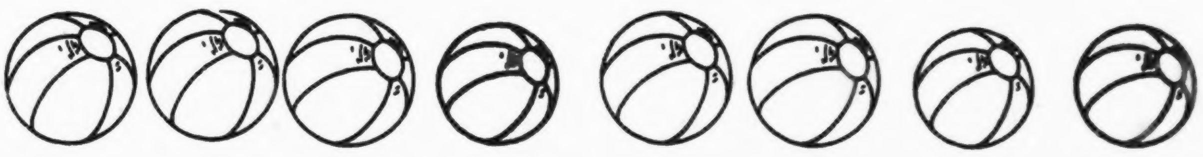
Draw an X on the page that has been cut in half.

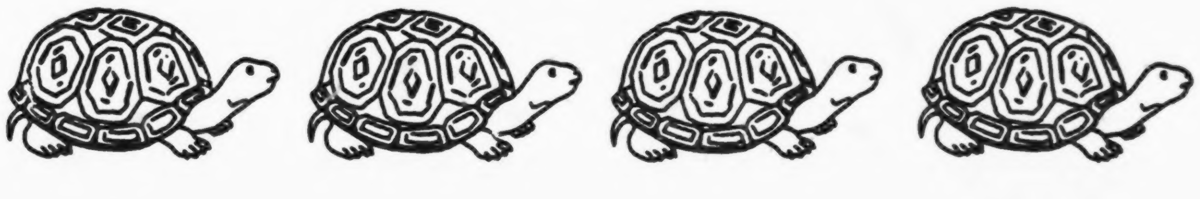


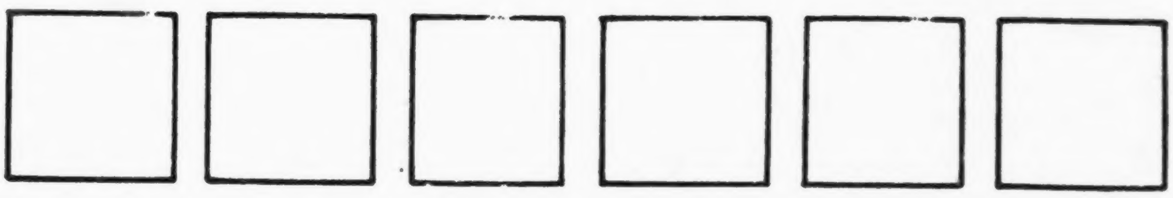




— Directions: Draw a ring around half of the things in each row.







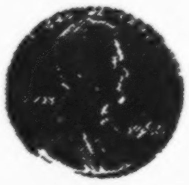
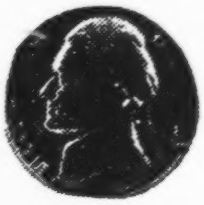
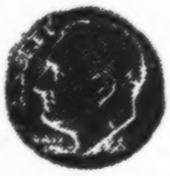
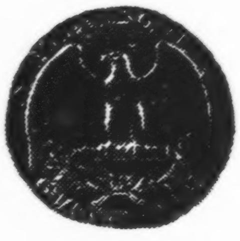
NAME AND NUMBER______________________________

unit page 1 of 1

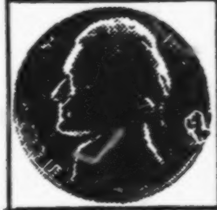
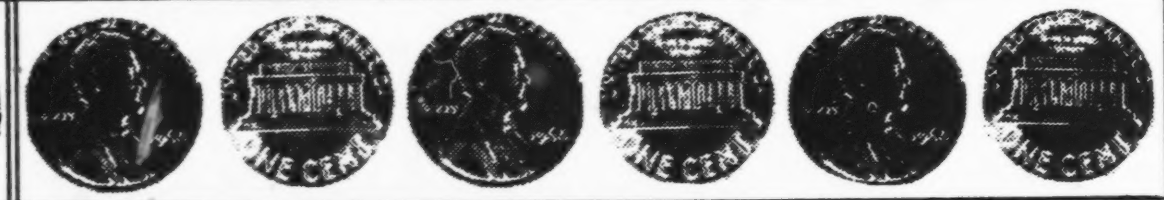
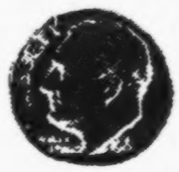
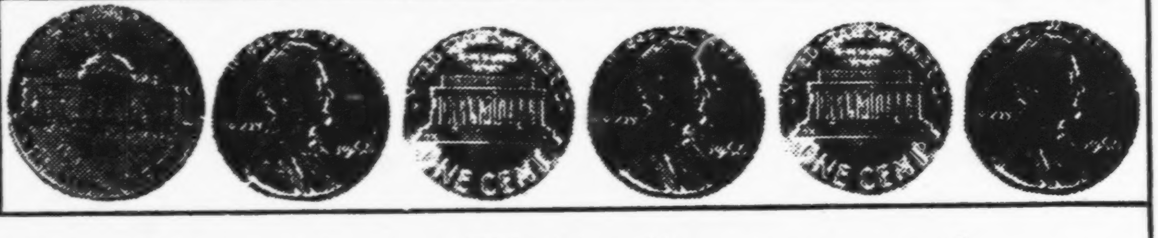
DATE______________________________

CLASS______________________________

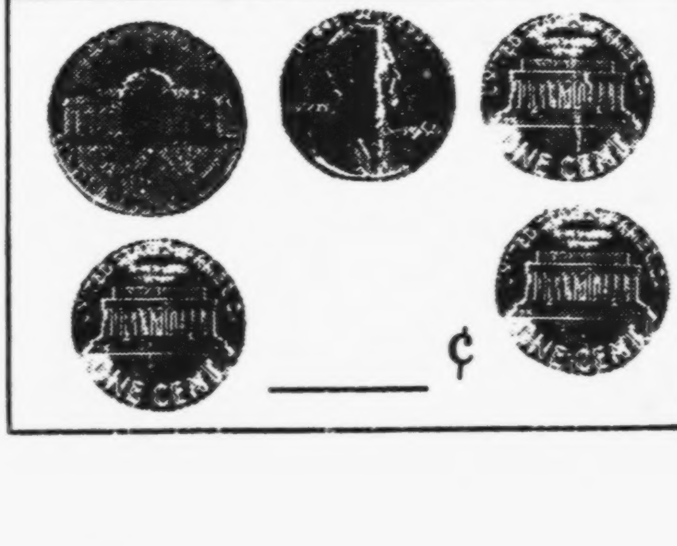
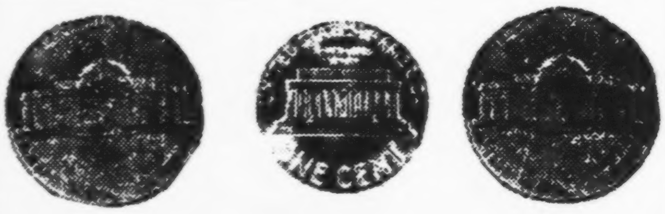
Skill 1 – Directions: Draw a big X on the quarter.

Skill 2 – Directions: Draw a ring around the coins in each row which are equal in value to the amount in the box.

Skill 4 – Directions: Write the numeral that tells how much money is in the box.

 ______ ¢	 ______ ¢

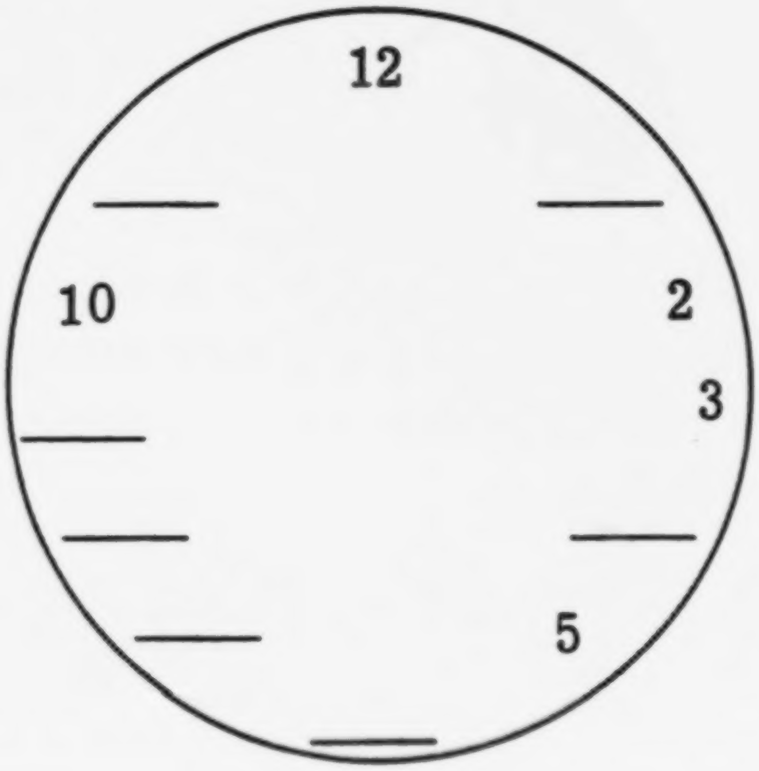
NAME AND
NUMBER____________________________________

unit page 1 of 1

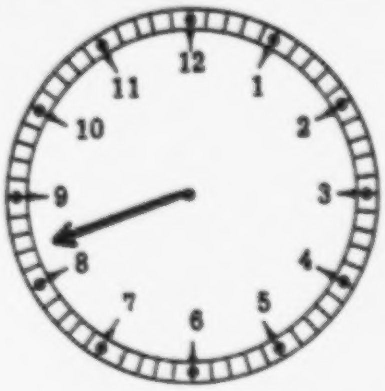
DATE____________________________________

CLASS____________________________________

Skill 2 — Directions: Fill in the missing numerals on this clock face.



Skill 3 — Directions: The little hand shows that it is


12
1
2
3
4
5
6
7
8
9
10
11

after _____ o'clock and

before _____ o'clock

NAME AND NUMBER______________________________ **unit page 1 of 1**

DATE______________________________

CLASS______________________________

Skill 3 – Directions: Circle the correct answer to the questions below.

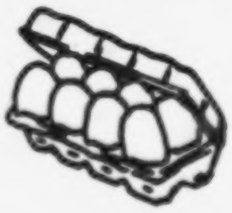
What is each part of a ruler called?

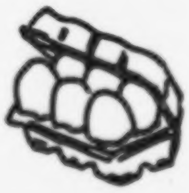
a foot an inch a yard

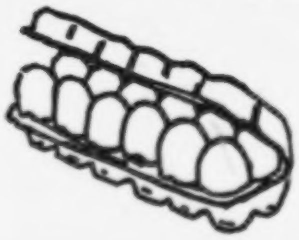
How many rulers put together make one yardstick?

two three four

Circle the picture that shows a dozen eggs.







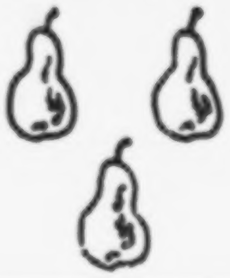
Circle the picture that shows a dozen dots.

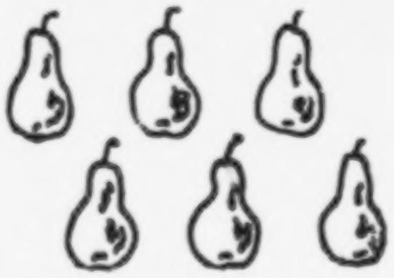
○○○○
○○○○

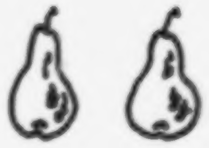
○○○○
○○○○
○○○○

○○○○○
○○○○○
○○○○○

Circle the picture that shows a half dozen pears.







NAME AND NUMBER______________________________

unit page 1 of 1

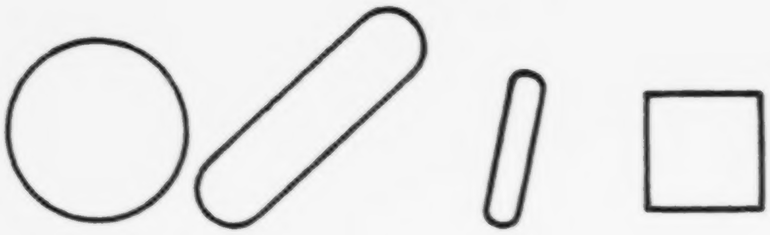
DATE______________________________

CLASS______________________________

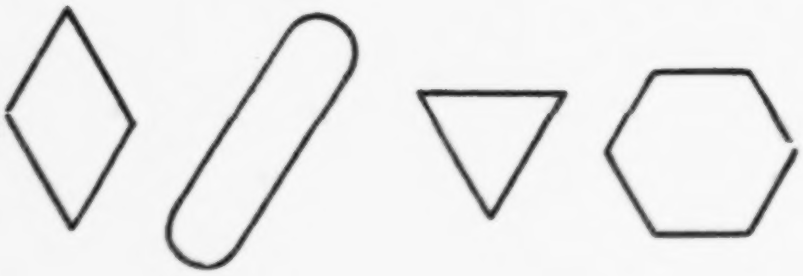
Skill 1 – Directions: Look at the word at the beginning of each row.

Draw a big X on the figure in each row that is the same as the word at the beginning of the row.

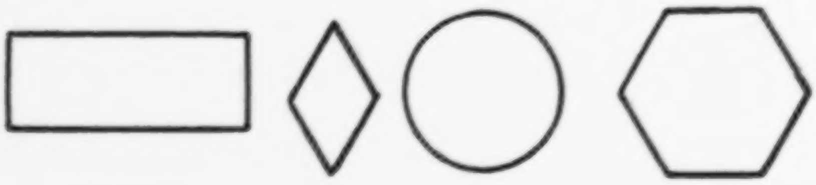
circle



triangle



rectangle



1. Draw a square	2. Draw a triangle

SCHOOL CODE

NAME ____________________

NUMBER ____________________ **CLASS** ____________________

ipi

individually prescribed instruction

MATHEMATICS

Placement Tests

LEVEL C

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

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DEVELOPMENTAL EDITION

IPI TERMINOLOGY

Mathematics Area: A breakdown of the mathematics subject area; i.e., "Numeration," "Place Value," "Addition," etc.

Level: The levels of study in the mathematics areas; i.e., "A," "B," "C," etc.

Unit: A level of study for a mathematics area; e.g., "B-Numeration," "G-Subtraction."

Objective or Skill: A breakdown of skills within a unit; e.g., "B-Numeration-Skill 1," "B-Numeration-Skill 2."

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Level C Placement Test

subject area	unit codes	skills tested	comments
Numeration	01	4, 5, 6, 7	
Place Value	02	2, 5	
Addition	03	3, 4, 5	
Subtraction	04	1, 3	
Combination of Processes	07	4	
Fractions	08	3, 4	
Money	09	1, 2	
Time	10	5	
Systems of Measurement	11	2, 3	
Geometry	12	1	

IPI Placement Test **C Numeration (01)**

NAME AND NUMBER________________________________

DATE________________________________

CLASS________________________________

unit page 1 of 1

Skill 4 — Directions: Look at the first row. Fill in the spaces by counting by tens.

127	137			167	

Skill 5 — Directions: Look at the next row. Count backward by fives and fill in the spaces.

128	123			108	

Skill 6 — Directions: Look at the next row. Count by twos and fill in the spaces.

95	97				

Skill 7 — Directions: Fill in the missing numbers in the rows below.

95	100			115

106	96			

IPI Placement Test **C Place Value (02)**

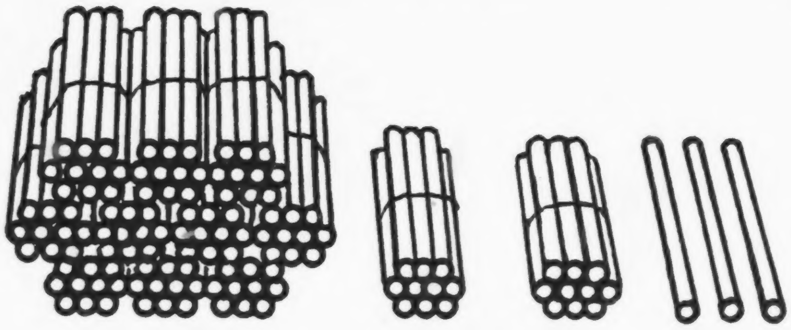
NAME AND NUMBER________________

DATE________________

CLASS________________

unit page 1 of 1

Skill 2 — Directions: Write the number that tells how many sticks are in each row. Each small bundle has ten sticks in it. The big bundles have ten of the small bundles.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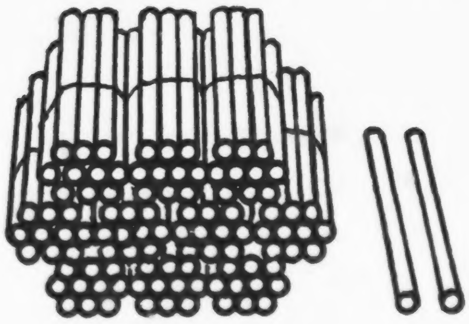

____

Skill 5 — Directions: Fill in the chart to show the number of hundreds, tens, and ones for each number in the chart.

	Hundreds	Tens	Ones
101			
37			
196			

IPI Placement Test **C Addition (03)**

NAME AND
NUMBER______________________________

unit page 1 of 1

DATE______________________________

CLASS______________________________

Skill 3 – Directions: Add all these numbers.

$\begin{array}{r} 63 \\ +\ 2 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 52 \\ +\ 26 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 33 \\ +\ 36 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 24 \\ +\ 75 \\ \hline \end{array}$

Skill 4 – Directions: Place >, <, or = in the ☐ to make a true number sentence.

8 + 6 ☐ 4 + 7
5 + 9 ☐ 7 + 7
3 + 4 ☐ 2 + 9

Skill 5 – Directions: Add each set of numbers.

$\begin{array}{r} 2 \\ 1 \\ +\ 8 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 4 \\ 2 \\ +\ 3 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 5 \\ 2 \\ +\ 9 \\ \hline \end{array}$

IPI Placement Test **C Subtraction (04)**

NAME AND
NUMBER ______________________________

DATE ______________________________

CLASS ______________________________

unit page 1 of 1

Skill 1 – Directions: Subtract.

$$\begin{array}{r} 17 \\ -\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 18 \\ -\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 17 \\ -\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 13 \\ -\ 7 \\ \hline \end{array}$$

Skill 3 – Directions: Fill in the missing numbers.

$3 + \square = 10$ $\qquad$ $4 + \square = 8$

$\square + 8 = 15$ $\qquad$ $5 + \square = 12$

$\square + 9 = 18$ $\qquad$ $8 + \square = 12$

IPI Placement Test **C Combination of Processes (07)**

NAME AND
NUMBER__________________________________

DATE__________________________________

CLASS__________________________________

unit page 1 of 1

Skill 4 – Directions: Write > or < in the ☐ to make a true number sentence.

2 PENNIES + 3 PENNIES ☐ 5 PENNIES – 1 PENNY

18 INCHES – 7 INCHES ☐ 15 INCHES – 8 INCHES

Skill 4 — Directions: Write = or ≠ in the ☐ to make a true number sentence.

7 DOZEN + 4 DOZEN ☐ 3 DOZEN + 2 DOZEN

14 + 3 ☐ 18 – 1

11 – 9 ☐ 18 – 16

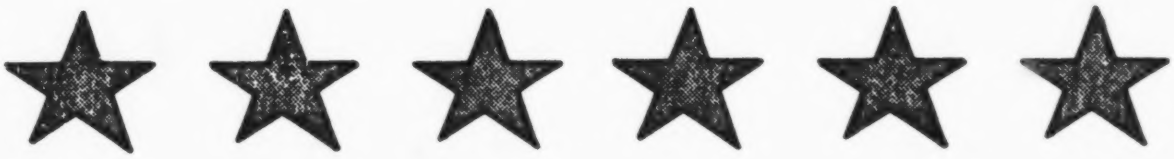
NAME AND NUMBER______________________________

unit page 1 of 1

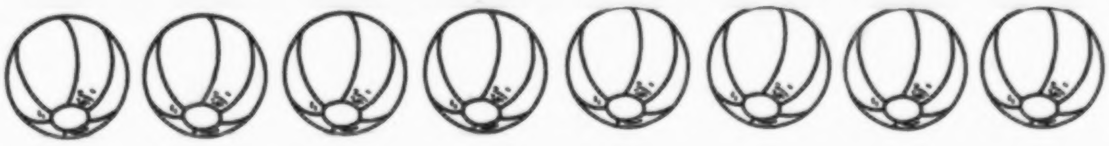
DATE______________________________

CLASS______________________________

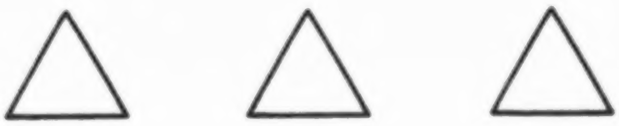
Skill 3 – Directions: Look at the row of stars. Divide the row into thirds by drawing a circle around all the stars in each third.



Look at the row of balls. Divide the row into fourths by drawing a circle around all the balls in each fourth.

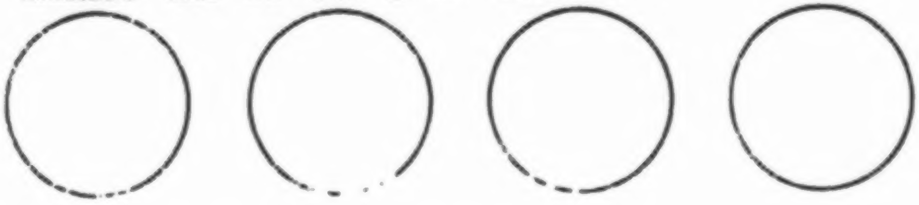


Skill 4 – Directions: Look at the row of triangles. Make an X on $\frac{1}{3}$ of them.



Look at the row of circles.

Make an X on $\frac{1}{4}$ of them.



IPI Placement Test **C Money (09)**

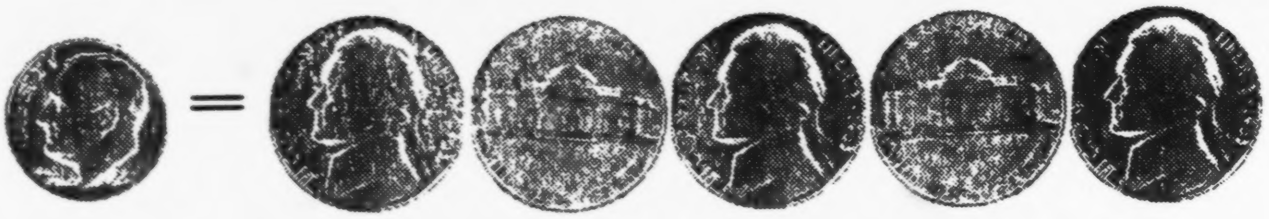
NAME AND
NUMBER____________________

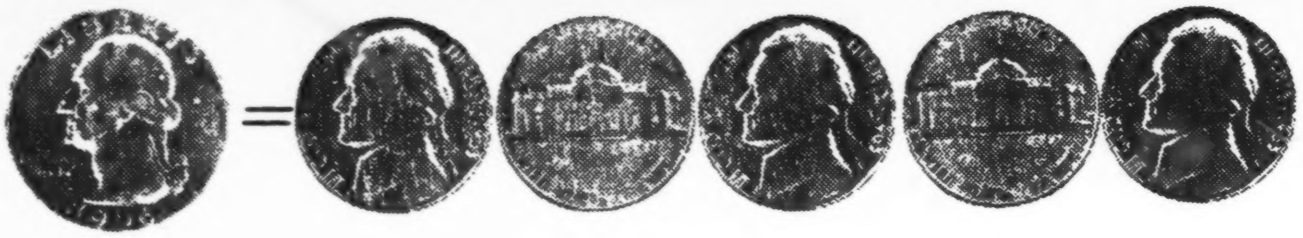
DATE____________________

CLASS____________________

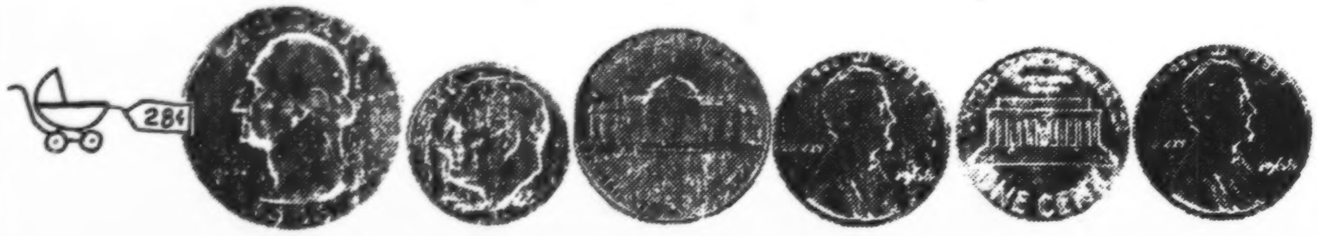
unit page 1 of 1

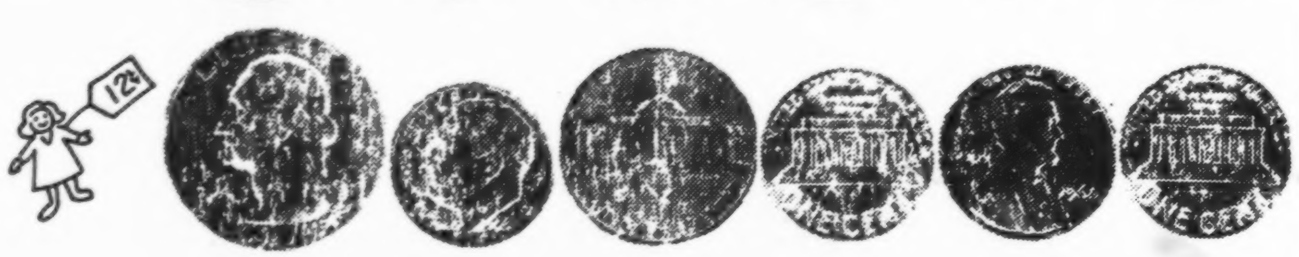
Skill 1 – Directions: Put an X on the coins in each row that are equal in value to the first coin in the row.

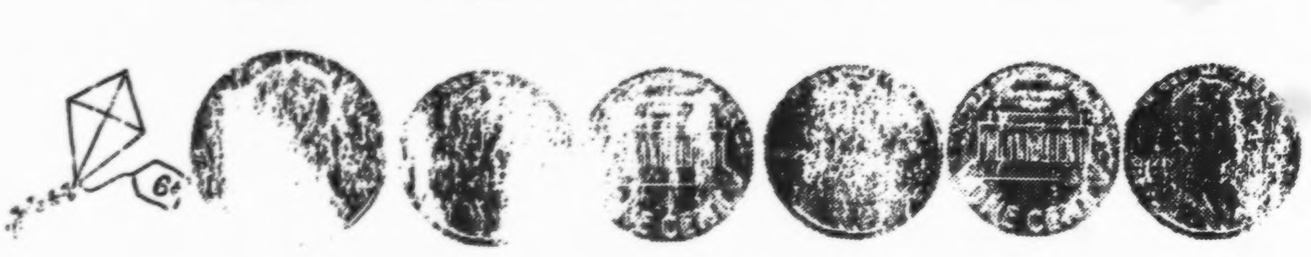




Skill 2 – Directions: Look at the toy in each row. Draw an X on the coins in that row which are needed to buy the toy.







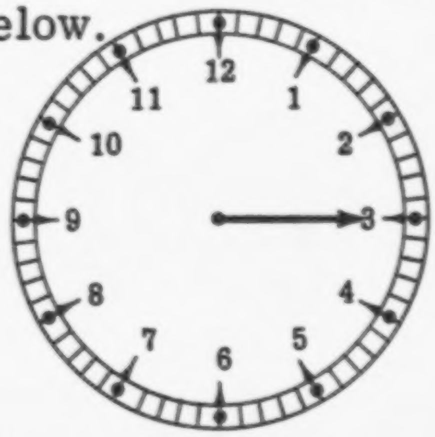
NAME AND
NUMBER____________________

unit page 1 of 1

DATE____________________

CLASS____________________

Skill 5 – Directions: Use the clock to answer the questions below.


12
1
2
3
4
5
6
7
8
9
10
11

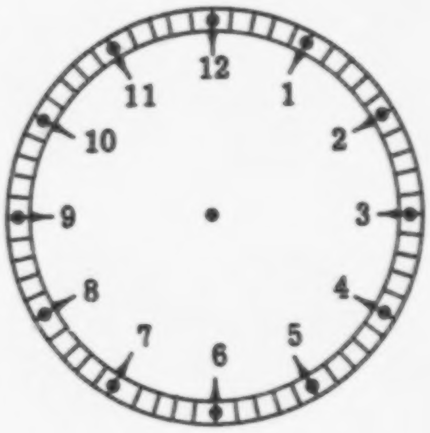
The big hand shows how many minutes after the 12?

Answer _______________

The big hand shows how many minutes before the 12?

Answer _______________

Draw a big hand on the clock to show 39 minutes after the 12 and 21 minutes to the 12.


12
1
2
3
4
5
6
7
8
9
10
11

IPI Placement Test

C Systems of Measurement (11)

NAME AND NUMBER____________________

DATE____________________

CLASS____________________

unit page 1 of 1

Skill 2 — Directions: Circle the answer that measures the greater length in each row.

SAMPLE

1 inch [✓ 2 inches]

1 inch 1 foot

20 inches 1 foot

2 feet 19 inches

Skill 3 — Directions: Circle the correct answer to the questions below.

How many cups does it take to fill a pint?

1 cup 2 cups 3 cups

How many pints does it take to fill a quart?

3 pints 1 pint 2 pints

IPI Placement Test **C Geometry (12)**

NAME AND NUMBER______________________________

unit page 1 of 1

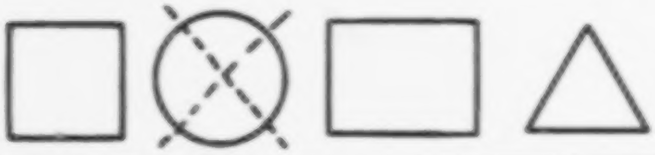
DATE______________________________

CLASS______________________________

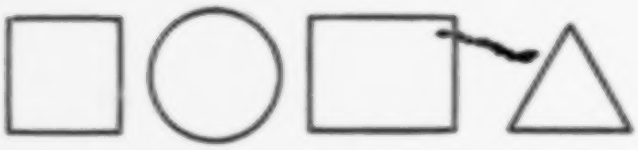
Skill 1 – Directions: Look at the word in the box. Put an X on the object which means the same as the word. Do the rest of the page the same way.

SAMPLE

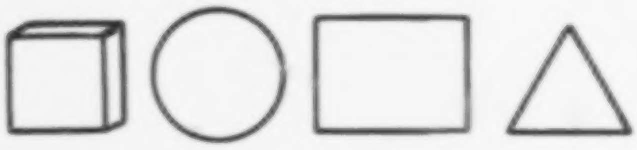
circle



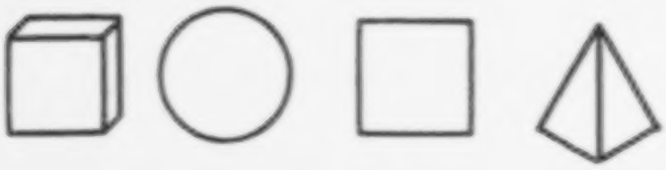
square



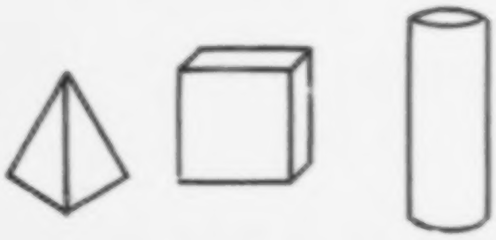
rectangle



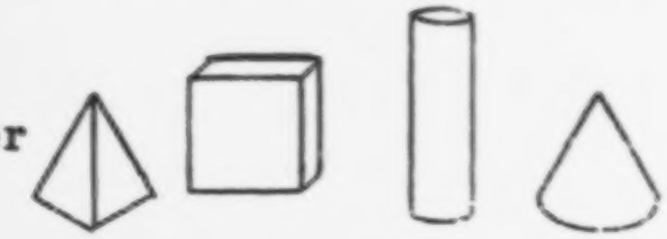
cube



cone



cylinder



SCHOOL CODE ☐

NAME ____________________

NUMBER ____________ **CLASS** ____________

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MATHEMATICS

Placement Tests

LEVEL D

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Objective or Skill: A breakdown of skills within a unit; e.g., "B-Numeration-Skill 1," "B-Numeration-Skill 2."

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Level D Placement Test

subject area	unit code	skills tested	comments
Numeration	01	2, 3, 4, 5	
Place Value	02	4, 7, 9	
Addition	03	7, 8	
Subtraction	04	4, 5	
Multiplication	05	3, 4, 8	
Division	06	5, 6, 7	
Combination of Processes	07	5	
Fractions	08	3, 4	
Money	09	4, 5	
Time	10	7, 9, 10	
Systems of Measurement	11	3, 4, 5	
Geometry	12	1, 2, 3,	

IPI Placement Test

D Numeration (01)

NAME AND
NUMBER____________________________________

unit page 1 of 1

DATE____________________________________

CLASS____________________________________

Skill 2, 3 – Directions: Fill in the missing numbers in the two rows below.

375	372				360

607	611		619		

Skill 4, 5 – Directions: Write the decimal numerals that mean the same as the fractions below.

$\frac{7}{10}$ = ____

$\frac{2}{10}$ = ____

$\frac{41}{100}$ = ____

NAME AND
NUMBER______________________________

unit page 1 of 1

DATE______________________________

CLASS______________________________

Skill 4 – Directions: Fill in the blanks.

703 = _____ HUNDREDS + _____ TENS + _____ ONES

982 = _____ HUNDREDS + _____ TENS + _____ ONES

Skill 7 – Directions: Write in the numerals.

$$.59 = \frac{\square}{10} + \frac{\square}{100}$$

Skill 9 – Directions: Fill in the place value chart.

	tenths	hundredths
.37		
.75		

IPI Placement Test **D Addition (03)**

NAME AND NUMBER____________________ **unit page 1 of 1**

DATE____________________

CLASS____________________

Skill 7 – Directions: Add.

$$\begin{array}{r} 342 \\ +\ 199 \\ \hline \end{array}$$

$$\begin{array}{r} 666 \\ +\ 77 \\ \hline \end{array}$$

$$\begin{array}{r} 103 \\ 493 \\ +\ 104 \\ \hline \end{array}$$

Skill 8 – Directions: Add.

$$\begin{array}{r} 6 \\ 8 \\ 9 \\ +\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 9 \\ 8 \\ 3 \\ +\ 7 \\ \hline \end{array}$$

IPI Placement Test

D Subtraction (04)

NAME AND
NUMBER______________________________

DATE______________________________

CLASS______________________________

unit page 1 of 1

Skill 4 – Directions: Subtract.

$$\begin{array}{r} 260 \\ -\ 145 \\ \hline \end{array}$$

$$\begin{array}{r} 603 \\ -\ 121 \\ \hline \end{array}$$

Skill 5 – Directions: Subtract.

$$\begin{array}{r} 468 \\ -\ 179 \\ \hline \end{array}$$

$$\begin{array}{r} 517 \\ -\ 449 \\ \hline \end{array}$$

$$\begin{array}{r} 900 \\ -\ 21 \\ \hline \end{array}$$

IPI Placement Test **D Multiplication (05)**

NAME AND NUMBER______________________________

unit page 1 of 1

DATE______________________________

CLASS______________________________

Skill 3 – Directions: Multiply.

$$\begin{array}{r} 9 \\ \times\ 1 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ \times\ 0 \\ \hline \end{array} \qquad \begin{array}{r} 1 \\ \times\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 0 \\ \times\ 2 \\ \hline \end{array}$$

Skill 4 – Directions: Multiply.

$3 \times 7 =$ ________ $4 \times 5 =$ ________

$2 \times 6 =$ ________ $3 \times 4 =$ ________

Skill 8 – Directions: Read each problem. Write the answer with its label on the lines.

Bob went bowling. In each of three tries, he knocked down 6 pins. How many pins did he knock down altogether?

Answer ____________

How many marbles would five boys have altogether if each boy had 4 marbles?

Answer ____________

NAME AND
NUMBER________________________

unit page 1 of 1

DATE________________________

CLASS________________________

Skill 5 – Directions: Divide.

$0 \div 3 =$ _____ $0 \div 1 =$ _____

$5 \div 5 =$ _____ $4 \div 1 =$ _____

Skill 6 – Directions: Divide.

$3 \overline{)18}$ $4 \overline{)28}$ $8 \overline{)40}$ $7 \overline{)14}$

Skill 7 – Directions: Solve the problems. Write your answer with its label on the line.

Mother has 12 cookies. She divided them equally among three boys. How many cookies did each boy get?

____
(Label)

The teacher wanted some children to carry 25 books to the library. If each child could carry only 5 books, how many children were needed to carry all 25 books?

____
(Label)

IPI Placement Test

D Combination of Processes (07)

NAME AND
NUMBER______________________________

DATE______________________________

CLASS______________________________

unit page 1 of 1

Skill 5 - Directions: Write >, < or = in the ☐ to make an equation.

58 MINUTES - 26 MINUTES ☐ 24 MINUTES + 43 MINUTES

2 INCHES + 7 INCHES ☐ 1 FOOT - 3 INCHES

2 × 10¢ ☐ 25¢ ÷ 5

3 × 8 ☐ 4 × 6

9 ÷ 3 ☐ 8 ÷ 4

IPI Placement Test **D Fractions (08)**

NAME AND NUMBER____________________

unit page 1 of 1

DATE____________________

CLASS____________________

Skill 3 – Directions: Add the fractions:

$\frac{1}{3} + \frac{1}{3} = \_\_\_\_$

$$\begin{array}{r} \frac{1}{4} \\ + \frac{2}{4} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{2}{8} \\ + \frac{3}{8} \\ \hline \end{array}$$

Skill 4 – Directions: Add the following fractions. Write the answer as a whole number.

$\frac{3}{8} + \frac{5}{8} = \_\_\_\_ = \_\_\_\_$

$\frac{7}{6} + \frac{5}{6} = \_\_\_\_ = \_\_\_\_$

2

IPI Placement Test **D Money (09)**

NAME AND NUMBER________________________________ **unit page 1 of 1**

DATE________________________________

CLASS________________________________

Skill 4 – Directions: Write the following amounts of money using the dollar sign and decimal point.

One dollar and fifty cents ________

Two dollars and six cents ________

Seven cents ________

Skill 5 – Directions: Solve the problems below. Write your answer with the dollar sign and decimal point.

Betty bought a ball for 33¢. If she gave the clerk one dollar, how much change would she get?

Answer ________

Marilyn bought a doll for 59¢ and a cupcake for 16¢. How much money did she spend?

Answer ________

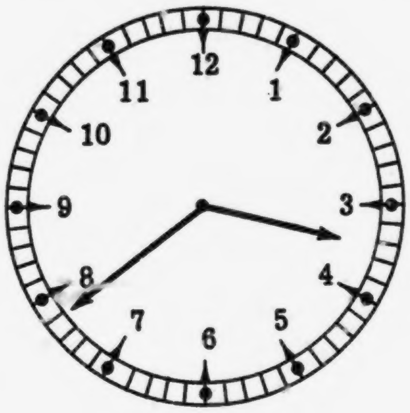
NAME AND NUMBER______________________________

unit page 1 of 2

DATE______________________________

CLASS______________________________

Skill 7 – Directions: Put in the missing number of minutes.

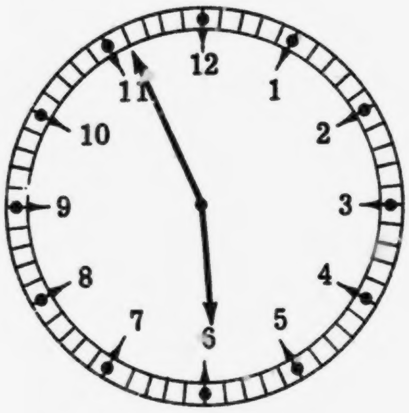


This clock face shows

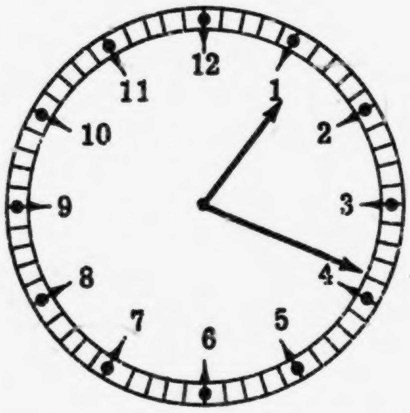
_____ minutes after 3 o'clock

_____ minutes before 4 o'clock

Skill 9 – Directions: Write the time shown by the clock faces.



It is _____ minutes before _____.



It is _____ minutes after _____.

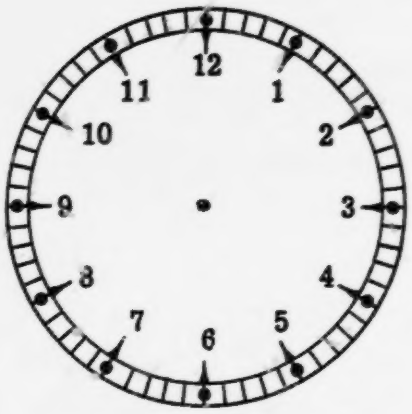
NAME AND NUMBER____________________

DATE____________________

CLASS____________________

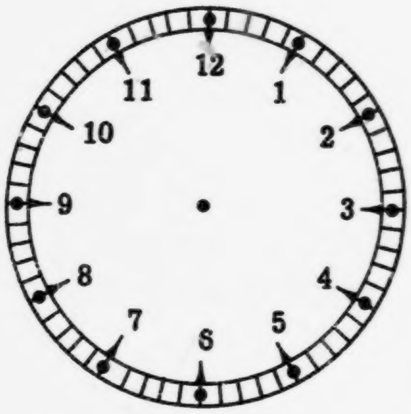
unit page 2 of 2

Skill 10 — Directions: Draw the hour hands and the minute hands to show the time.



29 minutes after

10 o'clock



13 minutes before

7 o'clock

NAME AND NUMBER______________________________

unit page 1 of 2

DATE______________________________

CLASS______________________________

Skill 3 – Directions: Solve each problem. Write your answer with its label on the line.

Jane's sled was a yard and a foot long. Tom's sled was 5 feet long. How much longer than Jane's sled was Tom's sled?

Answer __________
(label)

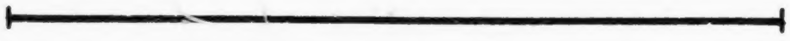
Janice mixed 2 gallons of lemonade for her party. How many pints of lemonade did she mix?

Answer __________
(label)

Tom sold 3 quarts and 5 pints of ice cream. How many pints in all did he sell?

Answer __________
(label)

Skill 4 – Directions: Use your ruler to measure the length of the line to the nearest $\frac{1}{2}$ inch. Write the measurement in the blank below.



Answer _____ inches

IPI Placement Test

D Systems of Measurement (11)

NAME AND
NUMBER______________________________

unit page 2 of 2

DATE______________________________

CLASS______________________________

Skill 5 — Directions: Measure the length of the line to the nearest $\frac{1}{4}$ inch. Write the measurement in the blank below.

Answer _____ inches

IPI Placement Test **D Geometry (12)**

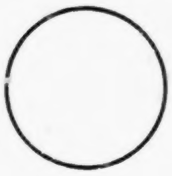
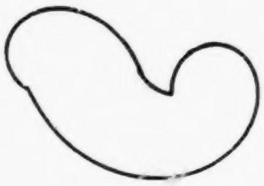
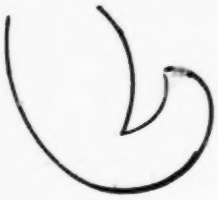
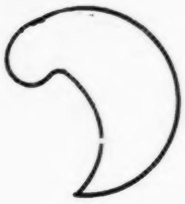
NAME AND NUMBER____________________________

unit page 1 of 1

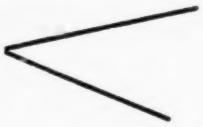
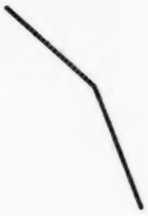
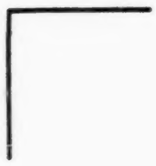
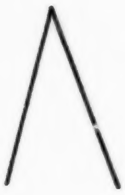
DATE____________________________

CLASS____________________________

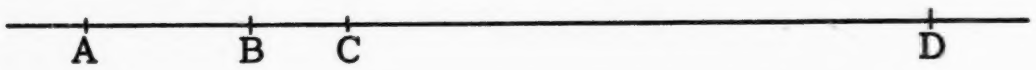
Skill 1 – Directions: Draw a big X on the curve which is an open curve.

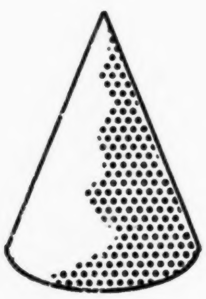
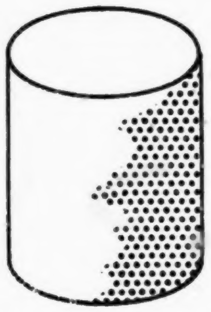
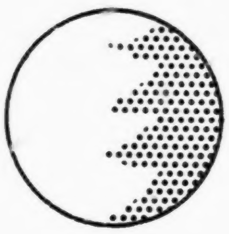
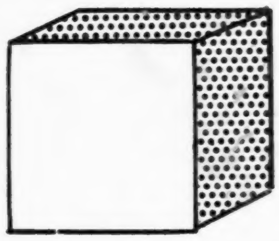
Skill 1 – Directions: Draw a big X on the square corner.

Skill 2 – Directions: Draw a big X on the line segment AB.



Skill 3 – Directions: Draw a big X on the sphere.

SCHOOL CODE ☐

NAME ____________________

NUMBER ______________ **CLASS** ______________

ipi

individually prescribed instruction

MATHEMATICS

Placement Tests

LEVEL E

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

For speed and ease in correcting this test, fill your sponge applicator with the special developing solution, and apply it from top to bottom along the right-hand margin, outside the line, on each page. Write and See®, patents pending.

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DEVELOPMENTAL EDITION

IPI TERMINOLOGY

Mathematics Area: A breakdown of the mathematics subject area; i.e., "Numeration," "Place Value," "Addition," etc.

Level: The levels of study in the mathematics areas; i.e., "A," "B," "C," etc.

Unit: A level of study for a mathematics area; e.g., "B-Numeration," "G-Subtraction."

Objective or Skill: A breakdown of skills within a unit; e.g., "B-Numeration-Skill 1," "B-Numeration-Skill 2."

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Level E Placement Test

subject area	unit code	skills tested	comments
Numeration	01	3, 7	
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Multiplication	05	7, 10, 11	
Division	06	5, 7	
Combination of Processes	07	7	
Fractions	08	2, 6	
Money	09	3, 4	
Time	10	4, 5, 2, 7	
Systems of Measurement	11	1, 2, 5, 6, 7	
Geometry	12	3, 4, 6, 7, 9	

IPI Placement Test **E Numeration (01)**

NAME AND NUMBER____________________

DATE____________________

CLASS____________________

unit page 1 of 1

Skill 3 – Directions: Round each number below to the nearest hundred.

499 __________

30, 093 __________

2 __________

Skill 7 – Directions: Write the decimal numerals below as mixed fractions.

7.04 __________

26.524 __________

IPI Placement Test **E Place Value (02)**

NAME AND NUMBER ______________________________

unit page 1 of 1

DATE ______________________________

CLASS ______________________________

Skill 2 – Directions: Write how many ones, tens, hundreds, etc., are in each number. Then write the number as the sum of each of these parts.

435,610 = ______ hundred thousands, ______ ten thousands,

______ thousands, ______ hundreds, ______ tens,

and ______ ones

= __________ + __________ + __________ + __________

__________ + __________

24,002 = ______ hundred thousands, ______ ten thousands,

______ thousands, ______ hundreds, ______ tens,

and ______ ones

= __________ + __________ + __________ + __________

__________ + __________

Skill 3 – Directions: Write >, or <, in each circle to show how the numbers on each side compare.

6,524 ○ 6,522

451,000 ○ 452,000

243,618 ○ 234,618

NAME AND NUMBER______________________________

DATE______________________________

CLASS______________________________

unit page 1 of 1

Skill 4 — Directions: Add.

$$\begin{array}{r} 23{,}426 \\ \underline{10{,}607} \end{array} \qquad \begin{array}{r} 43{,}677 \\ \underline{2{,}460} \end{array}$$

$$\begin{array}{r} 276.41 \\ \underline{.98} \end{array}$$

Skill 6 — Directions: Solve each problem. Write the answer on the line.

Mother weighs 132 pounds and Harry weighs 65 pounds. Father said, "I weigh 10 pounds more than both of you together." How much does father weigh?

__________ pounds

Martin's team and Paul's team were in a sticker contest. Martin's team collected 2014 stickers the first month and 1558 stickers the next month. Paul's team collected 1927 stickers the first month and 1665 stickers the next month. Which team collected more stickers in the two months, Martin's or Paul's team?

__________ team

IPI Placement Test **E Subtraction (04)**

NAME AND NUMBER______________________________

unit page 1 of 1

DATE______________________________

CLASS______________________________

Skill 2 — Directions: Subtract.

$$\begin{array}{r} 43.26 \\ \underline{1.72} \end{array} \qquad \begin{array}{r} 80.30 \\ \underline{7.06} \end{array}$$

$$\begin{array}{r} 76.00 \\ \underline{.93} \end{array}$$

Skill 3 — Directions: Solve the problems. Write your answers with their labels on the lines. When the answer is an amount of money, the dollar sign and point are the only labels needed.

How much change should you receive from a ten dollar bill if you buy a book for $2.95 and a seven-cent pen?

Answer __________
(label)

500 children went to the fair. 263 of the children were girls. How many boys were there?

Answer __________
(label)

IPI Placement Test **E Multiplication (05)**

NAME AND NUMBER______________________________ **unit page 1 of 1**

DATE______________________________

CLASS______________________________

Skill 7, 10 — Directions: Multiply.

428	27	43
× 8	× 35	× 56

Skill 11 — Directions: Solve the problems. Write your answer with its label on the line.

John had 9 boxes of cookies. Each box held 12 chocolate cookies and 12 vanilla cookies. How many cookies in all were there in the 9 boxes?

____
(label)

In George's school there were nine classrooms with 32 students in each classroom. How many students were there in all?

____
(label)

NAME AND
NUMBER______________________________

DATE______________________________

CLASS______________________________

unit page 1 of 1

Skill 5 – Directions: Divide.

$2\overline{)59}$ $5\overline{)73}$ $8\overline{)62}$

Skill 7 – Directions: Solve the problems below. Write your answer with its label on the line.

The teacher divided 72 pencils equally among eight children. How many pencils did each child receive?

____
(label)

Alice had 52 eggs. Ten were brown and the rest were white. Alice put the white eggs into cartons with 6 eggs in each carton. How many cartons did Alice use for the white eggs?

____
(label)

IPI Placement Test

E Combination of Processes (07)

NAME AND NUMBER ____________________

DATE ____________________

CLASS ____________________

unit page 1 of 1

Skill 7 – Directions: Solve the problems. Write your answer with its label on the line. When your answer is an amount of money, the dollar sign and point are the only labels needed.

Jane had eight cookies. She bought 1/2 dozen more. How many cookies had she then?

____
(label)

Margaret went to a movie which started at 3:45 P.M. If the movie lasted 2 hours, 10 minutes at what time did the movie end?

____
(label)

Joe had 3 yards of screening. He made 4 bird cages and used 2 feet for each cage. How many feet of screening did Joe have left?

____
(label)

Marge saved her weekly allowance of 15¢ for six weeks. If she then had a total of $1.00, how much did she have before she began to save?

____
(label)

A bus averaged 9 miles to the gallon. How many gallons of gas would the bus use on a 540-mile trip?

____
(label)

NAME AND
NUMBER ______________________________

DATE ______________________________

CLASS ______________________________

unit page 1 of 1

Skill 2 — Directions: Complete each equation.

$\frac{3}{7}$ of 14 = __________

$\frac{2}{5}$ of 20 = __________

$\frac{5}{6}$ of 18 = __________

$\frac{1}{7}$ of 28 = __________

Skill 6 — Directions: Add the fractions below. Reduce your answers to the lowest terms.

$\frac{8}{5} + \frac{7}{5} =$ __________

$\frac{5}{12} + \frac{1}{12} =$ __________

$\frac{3}{7} + \frac{3}{7} =$ __________

$\frac{2}{3} + \frac{1}{3} =$ __________

$\frac{1}{8} + \frac{5}{8} =$ __________

$\frac{2}{6} + \frac{2}{6} =$ __________

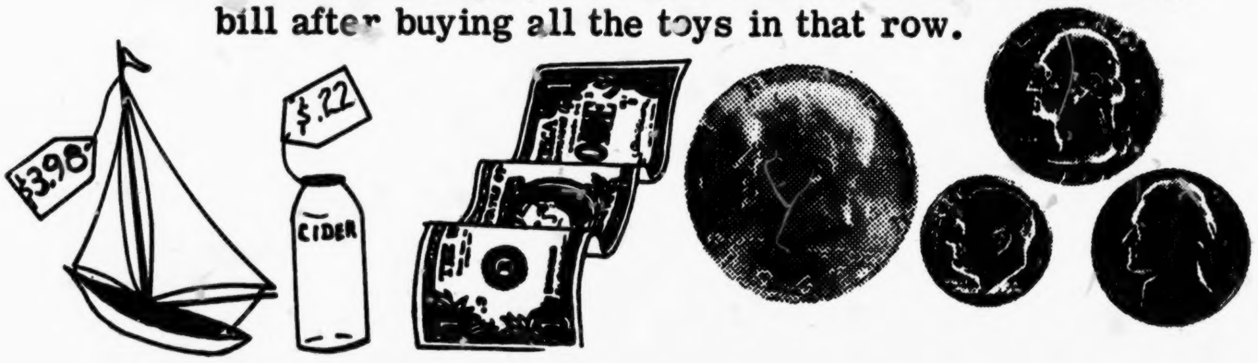
NAME AND NUMBER____

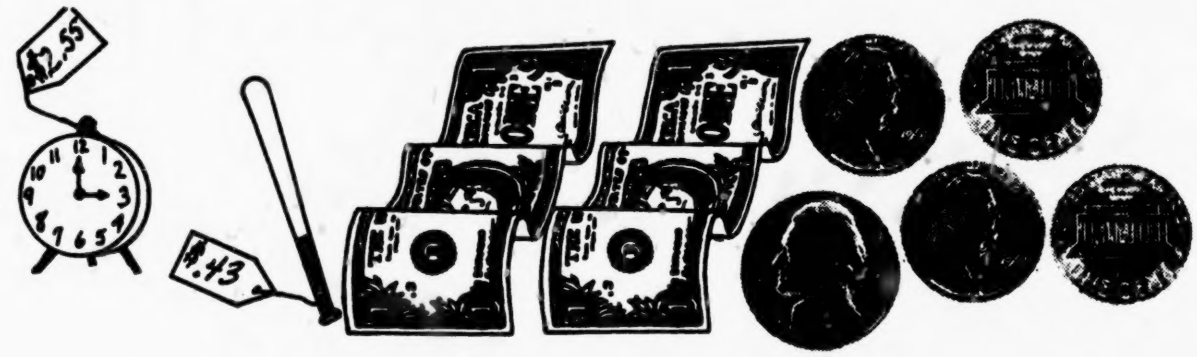
unit page 1 of 1

DATE____

CLASS____

Skill 3 – Directions: Draw an X on the money in each row that show the change you would receive from a five-dollar bill after buying all the toys in that row.





Skill 4 – Directions: Multiply or divide in the problems below. Label each answer with the dollar sign and decimal point.

$$\begin{array}{r} \$1.68 \\ \times\ 4 \\ \hline \end{array} \qquad 2\,\overline{)\,\$.08} \qquad 5\,\overline{)\,\$7.65}$$

IPI Placement Test **E Time (10)**

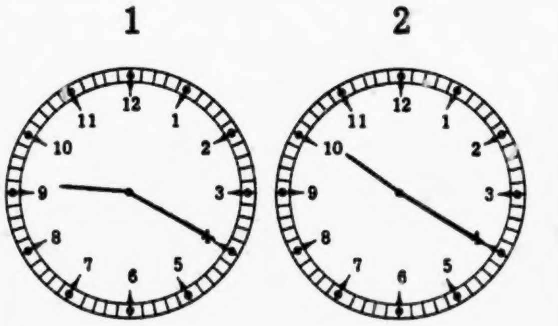
NAME AND
NUMBER ____________________

unit page 1 of 2

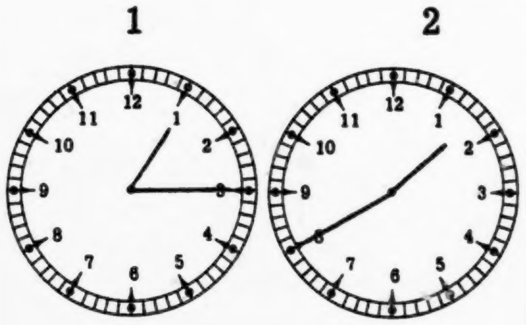
DATE ____________________

CLASS ____________________

Skill 4 – Directions: On the line in each box write the number of minutes that have passed between the time on the first clock and the time on the second clock.

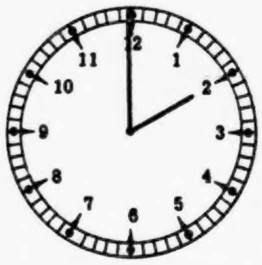


____

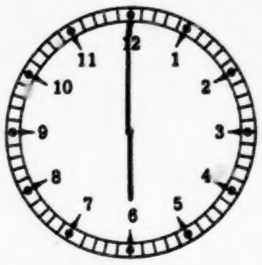


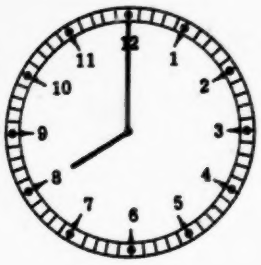
____

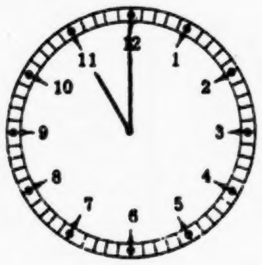
Skill 5 – Directions: Look at the clock on the left. Put an X on the clock at the right that anwers the question.



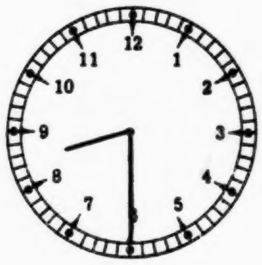
What will the time be 4 hours later?

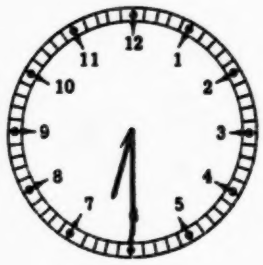






What will the time be 7 $\frac{1}{2}$ hours later?





IPI Placement Test **E Time (10)**

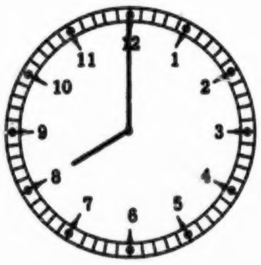
NAME AND NUMBER______________________________

DATE______________________________

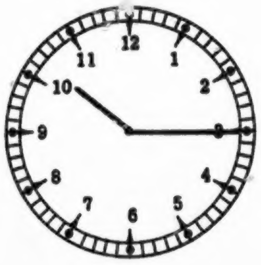
CLASS______________________________

unit page 2 of 2

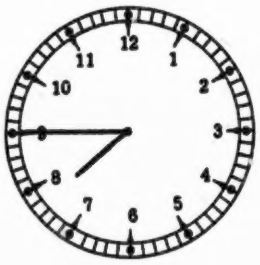
Skill 2 – Directions: Write the time shown on each clock on the line below it.



_____:_____



_____:_____



_____:_____

Skill 7 – Directions: Solve the following problems. Write your answer with its label on the line.

Tom began his homework at 4:05 and finished at 4:55. How long did he work?

____

Mary watched a movie from 2:35 until 3:45. How long did it last?

____

IPI Placement Test

E Systems of Measurement (11)

NAME AND
NUMBER ______________________

DATE ______________________

CLASS ______________________

unit page 1 of 2

Skill 1 - Directions: Solve the problems. Write your answers on the lines.

If eight ounces of luncheon meat cost 34¢, how much would a pound cost?

____
(Label)

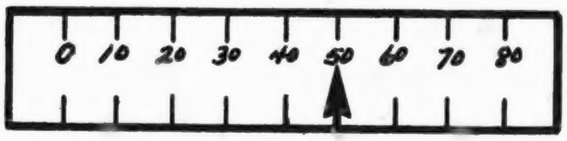
A sign in an elevator read, "This elevator will not carry more than one and a half tons." How many pounds will the elevator carry?

____
(Label)

Skill 3 - Directions: Solve the problem. Write your answer on the line.

At the speed shown on the speedometer, how far would you travel in 3 hours?

____
(Label)



SPEEDOMETER

Skill 5 - Directions: Solve the problem. Write your answer on the line.

The main street of Oakside was 10,560 feet long. How many miles long was it?

____
(Label)

IPI Placement Test **E Geometry (12)**

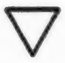
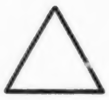
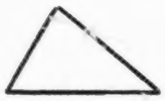
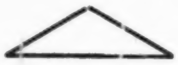
NAME AND
NUMBER______________________________

unit page 1 of 1

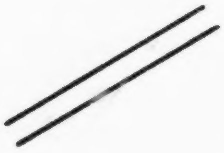
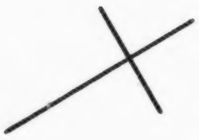
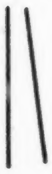
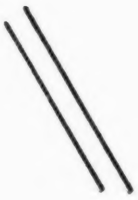
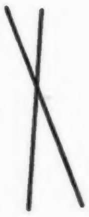
DATE______________________________

CLASS______________________________

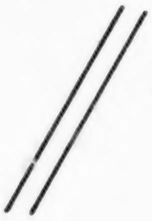
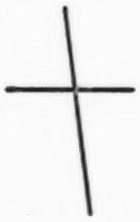
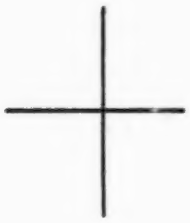
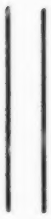
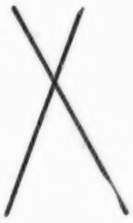
Skill 3 — Directions: Draw a circle around all of the equilateral triangles.

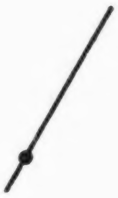
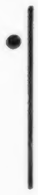
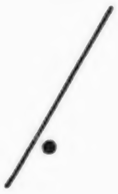
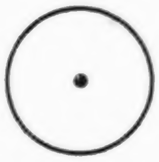
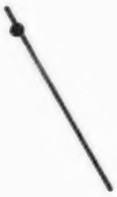
Skill 4 — Directions: Draw a circle around all the lines which look parallel.

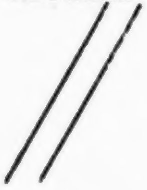
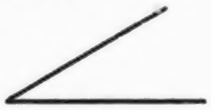
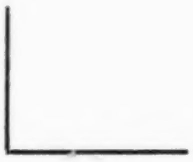
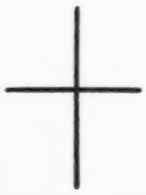
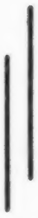
Skill 6 — Directions: Draw a circle around all of the intersecting lines.

Skill 7 — Directions: Draw a circle around all of the lines which have a point shown on them.

Skill 9 — Directions: Draw a circle around all of the perpendicular lines.

IPI Placement Test

E Systems of Measurement (11)

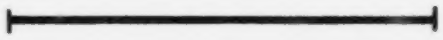
NAME AND NUMBER____________________________

DATE____________________________

CLASS____________________________

unit page 2 of 2

Skill 6, 7 – Directions: Measure the line below in centimeters and in inches to the nearest inch. Write your measurements on the correct lines.



__________ centimeters

__________ inches

SCHOOL CODE ☐

NAME ____________________

NUMBER ____________ **CLASS** ____________

ipi

individually prescribed instruction

MATHEMATICS

Placement Tests

LEVEL F

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

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DEVELOPMENTAL EDITION

IPI TERMINOLOGY

Mathematics Area: A breakdown of the mathematics subject area; i. e., "Numeration, " "Place Value, " "Addition, " etc.

Level: The levels of study in the mathematics areas; i. e., "A, " "B, " "C, " etc.

Unit: A level of study for a mathematics area; e. g., "B-Numeration, " "G-Subtraction. "

Objective or Skill: A breakdown of skills within a unit; e. g., "B-Numeration-Skill 1, " "B-Numeration-Skill 2. "

TABLE OF CONTENTS
Level F Placement Test

subject area	unit code	skills tested	comments
Numeration	01	1, 2, 3	
Place Value	02	1, 4	
Addition	03	1, 2	
Subtraction	04	1	
Multiplication	05	5, 9, 10	
Division	06	5, 8, 7	
Combination of Processes	07	3	
Fractions	08	9, 10, 11	
Time	10	1, 3	
Systems of Measurement	11	2	
Geometry	12	5, 6, 7, 8, 9	

NAME AND NUMBER________________________

unit page 1 of 1

DATE________________________

CLASS________________________

Skill 1 – Directions: Estimate the answers to the problems below. First round to the nearest thousand, where suitable, then solve the problem.

1. 4,753 × 6 = ____________
2. 126,430 – 15,987 = ____________

Skill 2 – Directions: Write this number in numerals.

one hundred four thousand, seventy-six ____________

Skill 2 – Directions: Write this numeral in words.

501,300 ________________________

____

Skill 3 – Directions: Circle all of the prime numbers in this row.

50 51 52 53 54 55

NAME AND NUMBER____________________

DATE____________________

CLASS____________________

Skill 1 — **Directions: Fill in the place-value chart. The first number is done for you.**

	Thousands	Hundreds	Tens	Ones
1,293	**1**	**2**	**9**	**3**
704				
4,025				
7,980				

Skill 4 — **Directions: Write each product using exponents.**

SAMPLE
$2 \times 2 = \underline{2^2}$

$8 \times 8 \times 8 \times 8 =$ _______

$7 \times 7 \times 7 \times 7 \times 7 \times 7 \times 7 =$ _______

NAME AND NUMBER ________________________

DATE ________________________

CLASS ________________________

Skill 1 — Directions: Add.

```
   6,341        6,276
  17,865       48,001
+ 25,947     + 1,934
```

Skill 2 — Directions: Add.

```
  147,069      435.6736
+ 76.676     + 109.105
```

```
  2.00673
  5.30142
  7.650
+ 1.00928
```

NAME AND NUMBER_____________________________

unit page 1 of 1

DATE_____________________________

CLASS_____________________________

Skill 1 — Directions: Subtract.

$$\begin{array}{r} 247.32 \\ -\ 16.45 \\ \hline \end{array}$$

$$\begin{array}{r} 4310.3 \\ -\ 1055.62 \\ \hline \end{array}$$

$$\begin{array}{r} 218.001 \\ -\ .935 \\ \hline \end{array}$$

$$\begin{array}{r} 5.63754 \\ -\ 1.20137 \\ \hline \end{array}$$

$$\begin{array}{r} 9.7648 \\ -\ 3.097 \\ \hline \end{array}$$

IPI Placement Test **F Multiplication (05)**

NAME AND
NUMBER______________________________

DATE______________________________

CLASS______________________________

unit page 1 of 1

Skill 5 – Directions: Multiply.

$$\begin{array}{r} 149 \\ \times\, 256 \\ \hline \end{array} \qquad \begin{array}{r} 965 \\ \times\, 279 \\ \hline \end{array}$$

Skill 9 – Directions: Multiply. Make sure the decimal point is in the right location in your answer.

$$\begin{array}{r} 49.8 \\ \times\, 5.6 \\ \hline \end{array} \qquad \begin{array}{r} 75.03 \\ \times\, .9 \\ \hline \end{array}$$

Skill 10 – Directions: Solve the problems below. Write your answer with its label on the line.

A moving van carried 16 boxes of books and 23 boxes of dishes. If each box weighed 26 pounds how much did all the books and dishes weigh?

____
(label)

IPI Placement Test **F Division (06)**

NAME AND
NUMBER______________________________

unit page 1 of 1

DATE______________________________

CLASS______________________________

Skill 4 – Directions: Divide. Write your remainders with a letter R.

$79\,\overline{)\,418}$ $67\,\overline{)\,4408}$

Skill 7 – Directions: Divide.

$5\,\overline{)\,.25}$ $48\overline{)\,147.36}$

Skill 6 – Directions: Divide. Write your remainder as a fraction.

$8\,\overline{)\,83}$

IPI Placement Test

F Combination of Processes (07)

NAME AND NUMBER____________________

DATE____________________

CLASS____________________

unit page 1 of 1

Skill 3 – Directions: Write >, <, or = in each ☐ to show how the quantities on each sides compare.

13889 – 420 ☐ 6734 × 2

1271 + 5 ☐ 319 × 4

45 ÷ 9 ☐ 2220 ÷ 5

56 + 4 ☐ 12907 – 12848

748 × 5 ☐ 7480 ÷ 2

IPI Placement Test **F Fractions (08)**

NAME AND NUMBER______________________________ **unit page 1 of 2**

DATE______________________________

CLASS______________________________

Skill 7 — Directions: Add or subtract the fractions below. Reduce your answer to lowest terms.

$$\begin{array}{r} \frac{3}{10} \\ \frac{7}{10} \\ + \frac{9}{10} \\ \hline \end{array} \qquad \begin{array}{r} \frac{2}{3} \\ \frac{3}{4} \\ + \frac{5}{6} \\ \hline \end{array} \qquad \begin{array}{r} \frac{7}{9} \\ - \frac{3}{5} \\ \hline \end{array}$$

Skill 10 — Directions: Add or subtract the fractions below. Reduce your answer to lowest terms.

$$\begin{array}{r} 7\frac{1}{9} \\ + 8\frac{1}{4} \\ \hline \end{array} \qquad \begin{array}{r} 4\frac{3}{8} \\ + 5\frac{1}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 4\frac{2}{3} \\ - 1\frac{1}{24} \\ \hline \end{array} \qquad \begin{array}{r} 3\frac{1}{8} \\ - 1\frac{1}{2} \\ \hline \end{array}$$

NAME AND
NUMBER____________________________

DATE______________________________

CLASS_____________________________

unit page 2 of 2

Skill 11 – Directions: Write >, <, or = in each box to show how the two sides compare.

$(\frac{2}{3}+\frac{1}{6})-\frac{3}{4}$ ☐ $(\frac{3}{8}+\frac{3}{6})-\frac{3}{4}$

$\frac{2}{13}-\frac{1}{7}$ ☐ $\frac{7}{8}-\frac{3}{4}$

$\frac{1}{2}+\frac{2}{3}$ ☐ $\frac{11}{12}$

NAME AND
NUMBER__________________________________

unit page 1 of 1

DATE__________________________________

CLASS__________________________________

Skill 1 – Directions: Solve the problems. Don't forget to label your answer with A.M. or P.M.

Jan's plane was due to land at 10:00 A.M. The plane was 3 hours late. What time did the plane land?

____

A fire company answered an alarm at 3:07 P.M. They fought the fire for 10 hours before it was out. What time was it when the fire was finally put out?

____

It takes Mr. Hakel 8 hours to drive to New York. If he left at 9:00 A.M., what time would he arrive in New York?

____

Skill 3 – Directions: Next to each time from a 24-hour clock, write the equivalent 12-hour clock time using A.M. or P.M.

Time of 24-hour clock	Time of 12-hour clock
07:15	__________
16:00	__________

NAME AND NUMBER______________________________

unit page 1 of 1

DATE______________________________

CLASS______________________________

Skill 2 — Directions: Fill in the missing numbers to show equivalent measurements. Here is a table of conversions to help you.

2.54 cm.	=	1 in.
.91 m.	=	1 yd.
1.6 km.	=	1 mi.
1 rd.	=	16.5 ft.

15 in. = __________ cm.

5.08 cm. = __________ in.

12 yd. = __________ m.

2.275 m. = __________ yd.

75 mi. = __________ km.

IPI Placement Test **F Geometry (12)**

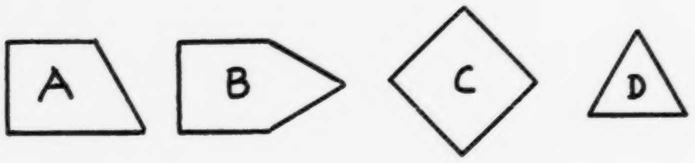
NAME AND
NUMBER______________________________

DATE______________________________

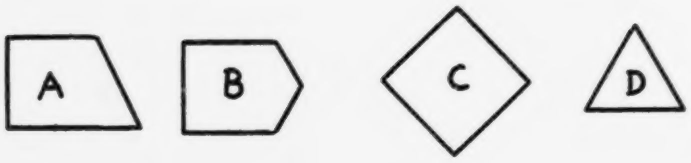
CLASS______________________________

unit page 1 of 2

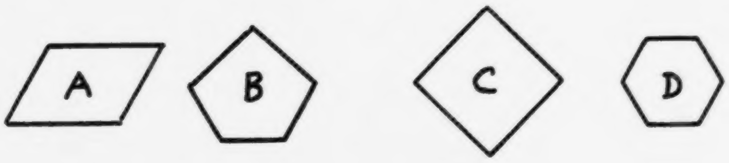
Skill 5 – Directions: On the line in each row, write the letter of the figure named by the word.



trapezoid _____

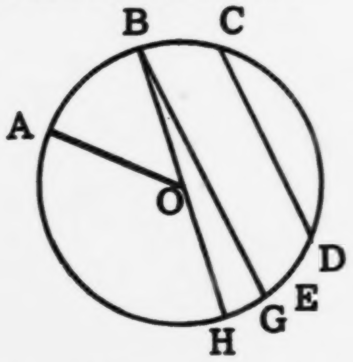


pentagon _____



hexagon _____

Skill 6 – Directions: Use the figure to answer the question. Circle the correct answer.



Point "O" is the Center.

1. Which line is a chord?

straight line CD   curved line CD   AO   OB

2. Which line is a diameter?

straight line CD   straight line BH   HG   HE

IPI Placement Test **F Geometry (12)**

NAME AND NUMBER________________________________

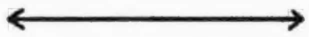
unit page 1 of 2

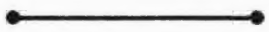
DATE________________________________

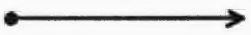
CLASS________________________________

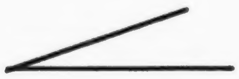
Directions: Circle the figure that answers each question.

Skill 7 – Which is a ray?

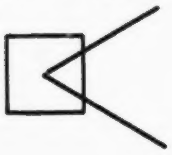


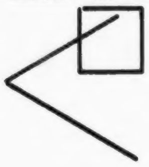


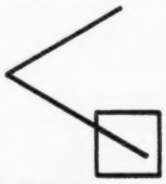


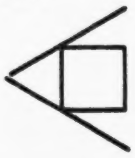


Skill 10 – Which angle has a box around its vertex?

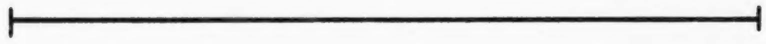






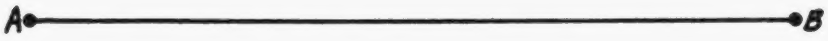


Skill 8 – Directions: Measure the line below to the nearest eighth of an inch. Write the measurement on the line.



__________ inches

Skill 9 – Directions: Use a compass to bisect line segment AB.



SCHOOL CODE ☐

NAME ____________________

NUMBER ____________ **CLASS** ____________

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MATHEMATICS

Placement Tests

LEVEL G

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

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DEVELOPMENTAL EDITION

IPI TERMINOLOGY

Mathematics Area: A breakdown of the mathematics subject area; i.e., "Numeration," "Place Value," "Addition," etc.

Level: The levels of study in the mathematics areas; i.e., "A," "B," "C," etc.

Unit: A level of study for a mathematics area; e.g., "B-Numeration," "G-Subtraction."

Objective or Skill: A breakdown of skills within a unit; e.g., "B-Numeration-Skill 1," "B-Numeration-Skill 2."

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Level G Placement Test

subject area	unit code	skills tested	comments
Numeration	01	3, 5, 8	
Place Value	02	1	
Addition	03	1, 2, 3	
Subtraction	04	1, 2, 3	
Multiplication	05	5, 6	
Division	06	3, 4, 5	
Combination of Processes	07	4	
Fractions	08	2, 3, 4	
Geometry	12	1, 4, 5, 6, 7	

NAME AND NUMBER____________________ **unit page 1 of 1**

DATE____________________

CLASS____________________

Skill 3 – Directions: Draw a ring around each of the following numerals which could appear in a base 5 number system.

6 15 30 50 125 144 454 543 789

Skill 3 – Directions: Write the letter of the best answer in the blank provided.

The numeral 433_{five} means:_______

a) $(4 \times 15) + (1 \times 10) + (3 \times 1)$

b) $(4 \times 25) + (3 \times 10) + (3 \times 1)$

c) $(4 \times 25) + (3 \times 10) + (3 \times 5)$

d) $(4 \times 25) + (3 \times 5) + (3 \times 1)$

Skill 5 – Directions: Change the following base 5 numbers to base 10 numbers.

Base 5		Decimal
41_{five}	=	________________
201_{five}	=	________________

Skill 8 – Directions: Write each number below as a number less than 10 times a power of 10.

Sample

$31.42 = 3.142 \times 10^1$

1,000,000 = ________________________

731.68 = ________________________

IPI Placement Test

G Place Value (02)

NAME AND
NUMBER____

unit page 1 of 1

DATE____

CLASS____

Skill 1 – Directions: Complete the chart below. The first one is done for you.

Number in Base Ten	Picture for Base Ten	Picture for Base Five	Number in Base Five
14	xxxxxxxxxx xxxx	xxxxx xxxxx xxxx	24_{five}
12			
27			

IPI Placement Test **G Addition (03)**

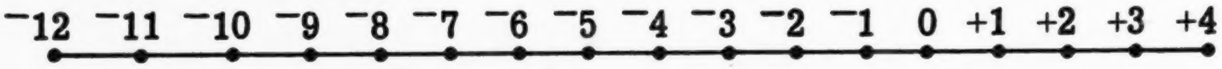
NAME AND
NUMBER________________________________

DATE________________________________

CLASS________________________________

unit page 1 of 1

Skill 1, 2 — Directions: Add the numbers using the number line to help you.



$(^-4) + (^-5) =$ __________

$(^-9) + (^-12) =$ __________

$(^-8) + (+5) =$ __________

Skill 3 — Directions: Add. Write your answer as a number times a base with an exponent.

SAMPLE
$5 \times 10^2 + 2 \times 10^2 = \underline{7 \times 10^2}$

$3.4 \times 10^5 + 1.1 \times 10^5 =$ __________

$34 \times 8^6 + 2 \times 8^6 =$ __________

IPI Placement Test **G Subtraction (04)**

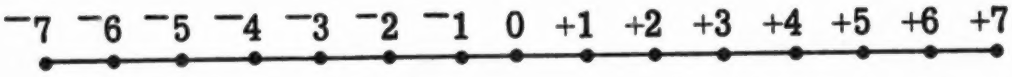
NAME AND NUMBER________________________________

DATE________________________________

CLASS________________________________

unit page 1 of 1

Skill 1, 2 — Directions: Subtract the number using the number line to help you.



$({}^{-}8) - (+6) =$ ________

$({}^{-}5) - ({}^{-}2) =$ ________

$(0) - ({}^{-}3) =$ ________

Skill 3 — Directions: Subtract. Write your answer as a number times a power base with an exponent.

SAMPLE

$(2 \times 10^2) - (1 \times 10^2) = \underline{\ 1 \times 10^2\ }$

$(13 \times 2^5) - (2 \times 2^5) =$ ________

$(36 \times 10^9) - (3 \times 10^9) =$ ________

NAME AND
NUMBER____________________

unit page 1 of 1

DATE____________________

CLASS____________________

Skill 5, 6 — Directions: Multiply.

$$\begin{array}{r} 7.53 \\ \times\ .08 \\ \hline \end{array}$$

$$\begin{array}{r} 26.42 \\ \times\ 13.27 \\ \hline \end{array}$$

$$\begin{array}{r} 2.65 \\ \times\ .005 \\ \hline \end{array}$$

$$\begin{array}{r} 9.762 \\ \times\ .42 \\ \hline \end{array}$$

$$\begin{array}{r} .706 \\ \times\ 2.41 \\ \hline \end{array}$$

IPI Placement Test **G Division (06)**

NAME AND NUMBER______________________________ **unit page 1 of 1**

DATE______________________________

CLASS______________________________

Skill 3 – Directions: Divide. Write your quotient as a base with an exponent.

$10^7 \div 10^5 =$ __________

Skill 4 – Directions: Divide. Carry the quotient to the hundredth place and round to the nearest tenth.

$.04\overline{)1.64}$ $52\overline{)3}$

Skill 5 – Directions: Divide. Carry the quotient to the thousandth place and round to the nearest hundredth.

$5\overline{)26.05}$ $.340\overline{)63.009}$

NAME AND NUMBER____________________

unit page 1 of 1

DATE____________________

CLASS____________________

Skill 4 — Directions: Solve the word problems. Label your answers.

Jack walks $\frac{3}{4}$ mile every day on his paper route. How far does he walk in 5 days?

________________ (label)

Sam watched the Gemini take off on television from −45 minutes to +25 minutes. How many minutes of the take-off program did Sam watch?

________________ (label)

At the beginning of a trip the odometer on a truck read 10,463.8 miles. At the end of the trip the odometer read 10,489.3 miles. If the truck traveled 5 miles on each gallon of gas, how many gallons of gas did the truck use on the trip?

________________ (label)

John uses $1\frac{1}{3}$ yards of string for each kite he makes. How many kites can he make with a 40-foot ball of string?

________________ (label)

Betty has $2\frac{1}{2}$ pies to serve 10 people equally. What fraction of a pie will each person get?

________________ (label)

NAME AND NUMBER______________________________

unit page 1 of 1

DATE______________________________

CLASS______________________________

Skill 2 -- Directions: Multiply. Reduce your answers to lowest terms.

$\frac{2}{3} \times \frac{1}{2} =$ __________ $7\frac{1}{6} \times \frac{3}{16} =$ __________

$10\frac{1}{2} \times \frac{2}{55} =$ __________

Skill 3 – Directions: Divide. Reduce your answers to lowest terms.

$\frac{1}{3} \div \frac{2}{3} =$ __________ $\frac{3}{10} \div \frac{6}{5} =$ __________

$\frac{5}{6} \div \frac{3}{4} =$ __________ $\frac{3}{17} \div \frac{6}{34} =$ __________

Skill 4 – Directions: Find the value of the expressions below.

$(\frac{1}{3})^3 =$ __________ $(\frac{2}{3})^4 =$ __________

$(\frac{1}{4})^3 =$ __________

IPI Placement Test **G Geometry (12)**

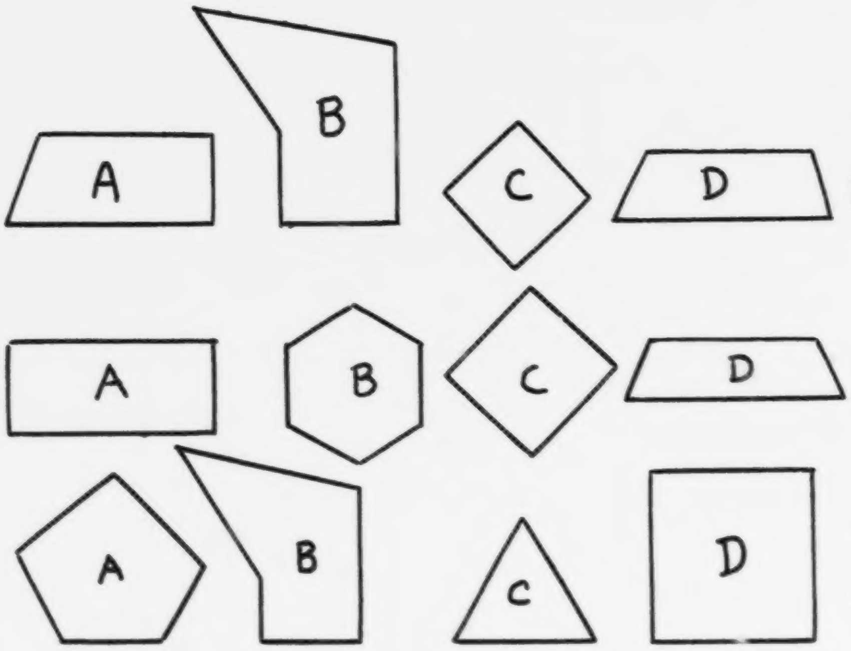
NAME AND NUMBER____________________

DATE____________________

CLASS____________________

unit page 1 of 2

Skill 1 – Directions: Next to each name below, write the letter of the figure named by the word.



parallelogram ______

rhombus ______

convex irregular polygon ______

Skill 4 – Directions: Write the letter of the correct answer to each question on the line next to the question.

Which of the following is the value of pi (π) correct to the hundredths place?______

a) 3.27	c) 4.17
b) 4.35	d) 3.14

How could you find the value of pi (π)?______

a) Divide the circumference of a circle by its diameter.

b) Multiply the circumference of a circle by its radius.

c) Divide the radius of a circle by its circumference.

d) Multiply the diameter of a circle by its circumference.

NAME AND NUMBER ______________________

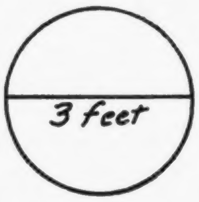
DATE ______________________

CLASS ______________________

unit page 2 of 2

Skill 5, 6 — Directions: Find the area and circumference of the circle. Label your measurements.

($A = \pi r^2$; $c = \pi d$)



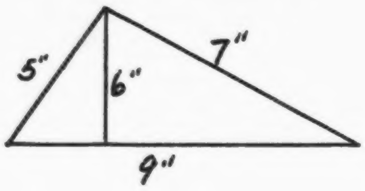
Diameter = 3 feet

Circumference = ______________

Area = ______________

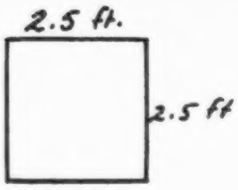
Skill 7 — Directions: Find the perimeters and areas of the following.

(Area of a triangle = 1/2 BH)



Perimeter = ______________

Area = ______________



Perimeter = ______________

Area = ______________

What are the procedures followed in IPI Placement Testing?

In introducing a student into the Continuum, start with a Level of Placement Tests that allows a student to begin on Units he can do, and permit him to move on to other Levels until he encounters a Unit he cannot do. Past experience with student performance on Placement Tests offers us the following general pattern for selecting the tests:

Grade	Use Level Placement Tests
1	B
2	B and C
3	C and D
4	D and E
5	E and F
6	F

For example, a third grade teacher selects Level C Placement Tests to start placement testing with the students in the class. The teacher helps individual students in reading directions and doing sample problems if they need help while taking the tests. Clerical aides correct the tests and fill out a Profile sheet for each student with the scores of Level C Placement Tests.

The following table represents Level C Placement Tests and summarizes the performance of one of the third graders on the test:

Units	Number of Skills in Units	Skills Tested	Scores*
C-Numeration	7	4,5,6,7	60%
C-Place Value	5	2,5	60%
C-Addition	5	3,4,5	80%
C-Subtraction	4	1,3	80%
C-Combination of Processes	6	4	20%
C-Fractions	5	3,4	25%
C-Money	3	1,2	100%
C-Time	5	5	33%
C-Systems of Measurement	3	2,3	60%
C-Geometry	2	1	100%

*Mastery Criterion: 80%

With these scores in hand, the teacher must make a number of decisions about this student: In which Units has he placed?; Does he need further testing?; If so, at the next higher or next lower level?

The following guidelines help to make these decisions.——————→

Guidelines for Placing Students in IPI Mathematics:

1. 80% or above on any one unit indicates the student should be tested on the next higher level of that area.
   In our example, the student scored 80% or higher in C-Addition, C-Subtraction, C-Money and C-Geometry. This means he should be tested in these four areas on Level D (D-Add., D-Sub., D-M., D-Geom.) and so on through the levels until he scores under 80% in these Areas.

2. Areas appearing for the first time on a level being tested should also be included in placement testing.
   In our example, the student would be also tested in D-Mult. and D-Div., two Areas that start on Level D.

3. Over 20%-under 80% on any one unit indicates a student has been placed in the unit and is ready for pretesting in the unit.
   In our example, the student scored over 20% and under 80% in C-Numeration, C-Place Value, C-Fractions, C-Time and C-Systems of Measurement. His placement testing in these areas stops and he is placed in these units.

4. 20% or under on any one unit indicates that the student must be placed in a unit on a lower level. This means he should be tested on the next lower level of that Area until he scores over 20% and under 80%. At this point then, he is placed.
   In our example, the student scored 20% or below on C-Combination of Processes. This means he should be tested in B-COP. However, since there is no such unit in the Continuum, the teacher places him in C-COP. Let us suppose he had tested below 20% in some other area that extends into lower levels, for instance, in C-Num. He, then, would be placement tested in B-Num., the next lower level.

Some decisions are clear cut, particularly when the test scores on the Placement Tests fall well within the ranges indicated. It is the borderline cases of 80% and 20% that require the teacher to examine the test item(s) missed to decide if the student should be placed in the unit or given a different Level Placement Test.

As placement testing proceeds, the teacher selects only those Areas in additional Level Placement Tests needed to complete the student's placement. At this time, the teacher may decide to finish all the placement testing for the student and get a complete profile of his placement in the Continuum before proceeding to pretesting. This procedure of intensive placement testing is frequently discouraging and frustrating to the student. He wants to learn something. IPI teachers usually balance continued placement testing with starting a student on work in a unit in which he has already been placed. In this way, the student can start working on prescriptions while finishing his placement testing.

EXERCISES

The following Arithmetic Placement Score Profile is one prepared for Joan Wiley, a first grader in Room 14. Her school happens to use Student Numbers. This student information is filled in on the Profile sheet by the aide.

Joan's teacher started administering Level B Placement Tests to the class on September 21 and the date is entered in the first box only in the column, Date of Test. The aide has corrected all the Tests and entered the scores and percentages for each student on a Profile sheet. Joans's Level B Placement Tests scores are also entered on her Profile sheet.

Examine the percentages on Joan's Profile sheet carefully. What decisions would you make concerning Joan? Use the page that accompanies the Profile sheet to record your decisions.

ARITHMETIC PLACEMENT SCORE PROFILE

Sheet

ipi individually prescribed instruction
MATHEMATICS

SCHOOL STAMP | P. 2-3

STUDENT NAME: Joan Wiley

STUDENT NUMBER:

1	3	7	8
P-4	5	6	7

GRADE: 1
P. 9

ROOM: 14

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION	9/21	01	MAX. PTS.	10								
			SCORE	9								
			%	90								
PLACE VALUE		02	MAX. PTS.	5								
			SCORE	3								
			%	60								
ADDITION		03	MAX. PTS.									
			SCORE									
			%									
SUBTRACTION		04	MAX. PTS.									
			SCORE									
			%									
MULTIPLICATION		05	MAX. PTS.									
			SCORE									
			%									
DIVISION		06	MAX. PTS.									
			SCORE									
			%									
COMBINATION OF PROCESSES		07	MAX. PTS.									
			SCORE									
			%									
FRACTIONS		08	MAX. PTS.	5								
			SCORE	3								
			%	60								
MONEY		09	MAX. PTS.	5								
			SCORE	5								
			%	100								
TIME		10	MAX. PTS.	9								
			SCORE	8								
			%	89								
SYSTEMS OF MEASUREMENT		11	MAX. PTS.	5								
			SCORE	3								
			%	60								
GEOMETRY		12	MAX. PTS.	5								
			SCORE	5								
			%	100								
ADDITION AND SUBTRACTION		34	MAX. PTS.	13								
			SCORE	8								
			%	62								

On the Profile sheet the teacher fills in "B" in the column headed Placed at Level for those areas in which Joan has placed. The teacher also assigns Level C Placement Tests to Joan and directs her to do only C-Num., C-M., C-T., C-G., as well as C-COP which starts at Level C. These later tests are corrected by the aide, and the scores and percentages are recorded on the same Profile sheet. The sheet is returned to the teacher. This will look like Profile sheet #2. Notice that Joan has been placed in Level B for P.V., Frac., SOM and Add-Sub. Also, she has been placed in Level C for the separate Areas of Add. and Sub. based upon her performance in the combined Add.-Sub. test. This is an exception to the placement guidelines that first and second grade teachers must remember: When a student places in Level B on the combined Add.-Sub. test, he is automatically placed in C-Add. and C-Sub. also. (Add. and Sub. as separate Areas start on Level C.)

Examine the percentages of the Level C Tests on Sheet #2. Indicate your decision in the column headed Placed at Level by inserting the letter of the Level at which Joan has placed. Compare this sheet with Profile sheet #3 which follows Sheet #2.

←--------USE YOUR 5 X 8 CARD TO UNCOVER THE ITEMS AND ANSWERS. FILL IN THE PERCENTAGES NEXT TO THE UNITS. INDICATE YOUR DECISION IN THE DECISION COLUMN BY FILLING IN: Placed, Test in next higher level, or Test in next lower level.

Unit	%	Decision
B-Num.		
B-P.V.		
B-Frac.		
B-M.		
B-T.		
B-SOM		
B-Geom.		
B-Add. & Sub.		

……

B-Num.	90	Test in next higher level.
B-P.V.	60	Placed
B-Frac.	60	Placed
B-M.	100	Test in next higher level.
B-T.	89	Test in next higher level.
B-SOM	60	Placed
B-Geom.	100	Test in next higher level.
B-Add. & Sub.	62	Placed

* * *

TURN TO NEXT PAGE FOR EXPLANATION OF B-PLACEMENT AND FURTHER PLACEMENT TESTING.

SCHOOL STAMP	P. 2-3

STUDENT NAME Joan Wiley

IPI individually prescribed instructi

MATHEMATICS

STUDENT NUMBER

1	3	7	8
P-4	5	6	7

GRADE 1 P. 9

ROOM 14

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION	9/21	01	MAX. PTS.	10	5							
			SCORE	9	0							
			%	90	0							
PLACE VALUE		02	MAX. PTS.	5								B
			SCORE	3								
			%	60								
ADDITION		03	MAX. PTS.									C
			SCORE									
			%									
SUBTRACTION		04	MAX. PTS.									C
			SCORE									
			%									
MULTIPLICATION		05	MAX. PTS.									
			SCORE									
			%									
DIVISION		06	MAX. PTS.									
			SCORE									
			%									
COMBINATION OF PROCESSES		07	MAX. PTS.		5							
			SCORE		0							
			%		0							
FRACTIONS		08	MAX. PTS.	5								B
			SCORE	3								
			%	60								
MONEY		09	MAX. PTS.	5	5							
			SCORE	5	1							
			%	100	20							
TIME		10	MAX. PTS.	9	3							
			SCORE	8	0							
			%	89	0							
SYSTEMS OF MEASUREMENT		11	MAX. PTS.	5								B
			SCORE	3								
			%	60								
GEOMETRY		12	MAX. PTS.	5	4							
			SCORE	5	3							
			%	100	75							
ADDITION AND SUBTRACTION		34	MAX. PTS.	13								B
			SCORE	8								
			%	62								

Profile sheet #3 represents the original sheet with all the entries that have accumulated since the beginning of placement testing. Placement testing has placed Joan in all Areas except for Mult. and Div. She is automatically placed in D-Mult. and D-Div. These Areas start at Level D and Joan will go into them as she will go into the remaining Units in the order in which she encounters them in the sequence.

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet 3
individually prescribed instruction
MATHEMATICS

SCHOOL STAMP | P. 2-3

STUDENT NAME Joan Wiley

STUDENT NUMBER

1	3	7	8
P-4	5	6	7

GRADE 1
P. 9
ROOM 14

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.	10	5							C
			SCORE	9	0							
			%	90	0							
PLACE VALUE		02	MAX. PTS.	5								B
			SCORE	3								
			%	60								
ADDITION		03	MAX. PTS.									C
			SCORE									
			%									
SUBTRACTION		04	MAX. PTS.									C
			SCORE									
			%									
MULTIPLICATION		05	MAX. PTS.									D
			SCORE									
			%									
DIVISION		06	MAX. PTS.									D
			SCORE									
			%									
COMBINATION OF PROCESSES		07	MAX. PTS.		5							C
			SCORE		0							
			%		0							
FRACTIONS		08	MAX. PTS.	5								B
			SCORE	3								
			%	60								
MONEY		09	MAX. PTS.	5	5							C
			SCORE	5	1							
			%	100	20							
TIME		10	MAX. PTS.	9	3							C
			SCORE	8	0							
			%	89	0							
SYSTEMS OF MEASUREMENT		11	MAX. PTS.	5								B
			SCORE	3								
			%	60								
GEOMETRY		12	MAX. PTS.	5	4							C
			SCORE	5	3							
			%	100	15							
ADDITION AND SUBTRACTION		34	MAX. PTS.	13								B
			SCORE	8								
			%	62								

Remember, placement testing is used to start a student in each Area of the Continuum. Once the student has been placed in each Area as Joan has been, Placement Tests are no longer needed for testing purposes. Occasionally, when a teacher has exceptional difficulty in diagnosing a pupil's persistent problem in a particular unit, the teacher will reexamine the student's placement tests in that Area. This is done in order to determine if any of the lower levels are the source of weakness.

EXERCISE

What decisions would you make for the five students whose Placement Tests scores are recorded on the following Profile sheets?

Two reference charts: IPI Mathematics Continuum Placement Tests and Guidelines for Placing Students in Mathematics Continuum are included for your use.

Each set of sheets represents the same Profile sheet for each student at different stages in placement testing. Normally, test scores are added on to a single Profile sheet as the student continues his testing.

1. Review the charts.
2. Read the directions for completing this exercise. They follow the charts.
3. Refer to the charts to help you place the five students.

Level
Placement Tests

A	↓ B	↓ C	↓ D	↓ E	↓ F	↓ G	H	
#							#	Numeration (Num.)
X							#	Place Value (P.V.)
#	#						#	Addition (Add.)
X	X						#	Subtraction (Sub.)
X	X	X					#	Multiplication (Mult.)
X	X	X					#	Division (Div.)
X	X						#	Combination of Processes (COP)
#							#	Fractions (Frac.)
X					#	X	X	Money (M.)
X							#	Time (T.)
X						#	X	Systems of Measurement (SOM)
X							#	Geometry (Geom.)
X		X	X	X	X	X	X	Addition and Subtraction (Add.-Sub.)

X = No existing units
# = No Placement Test for this unit

Reference Chart: IPI MATHEMATICS CONTINUUM PLACEMENT TESTS

Reference chart: GUIDELINES FOR PLACING STUDENTS IN MATHEMATICS CONTINUUM

1. 80% or above on any one unit indicates that the student has mastery of the unit and should be tested on next higher level of that area.
   EXAMPLE: 80+% in D-Num. indicates that E-Num. Placement Test should be given.
   - (a) If the student scores 80+% on the next to highest level in any area, he is automatically placed in the highest level of the area.
     EXAMPLE: If 90% in E-Money (next to highest level in Money), then automatic placement in F-Money (highest level in Money).

2. 21% - 79% on any one unit indicates a student does not have mastery of the unit and should be placed in the unit.
   EXAMPLE: 63% in E-Add. indicates that the student should be placed in E-Add.

3. 0 - 20% on any one unit indicates that the student does not have the minimum skills needed to place in this unit, and he should be tested on the next lower level of that area.
   EXAMPLE: 16% in F-Frac. indicates that E-Frac. Placement Test should be given.
   - (a) If the student scores 80% or above in this next lower level of the area (indicating mastery of the level), return him to the original unit and place him in it.
     EXAMPLE: If 16% in F-Frac. and then 85% in E-Frac., place the student in F-Frac.
   - (b) If the student scores 21 - 79% in the next lower level of the area, place him in this unit.
     EXAMPLE: If 16% in F-Frac. and then 60% in E-Frac., place the student in E-Frac.
   - (c) If the student scores 0 - 20% in the next lower level of the area, continue taking him back into lower levels of the area until he can be placed (21 - 79%). If there are no lower levels for the area, place him on the lowest level in the area.

EXAMPLE: If 10% on F-Mult. and then 0% on E-Mult., automatically place the student in D-Mult. which is lowest level in Mult.

4. When a student continues placement testing on any level, he must take the tests in the assigned areas as well as in the areas that start on that level.
   EXAMPLE: A student is assigned to take additional tests on Level C in Num., P.V., Frac. He must take the C-COP test also, since it starts on Level C.
   A student is assigned to take additional tests in Level D. He must also take D-Mult. and D-Div. which start on Level D.

5. There are times when a student does not encounter an area in his placement testing. This occurs when the area starts at a level higher than the level of the Placement Tests taken. In this case, place the student automatically on the starting level of the area.
   EXAMPLE: A student has taken B and C Placement Tests and is placed in all areas except Mult. and Div. Mult. and Div. start on Level D. The student is automatically placed in D-Mult. and D-Div.

6. Level B-Add.-Sub. is a special case.
   A student takes B-Add.-Sub. test as part of B Placement Tests:
   (a) Any student scoring 0 - 20% in B-Add. Sub. is placed in A-Add., B-Add.-Sub., C-Add., and C-Sub. These three levels are entered simultaneously on the Profile sheet.
   (b) Any student scoring 21 - 79% in B-Add.-Sub. is placed in B-Add.-Sub., C-Add. and C-Sub. These three levels are entered simultaneously on the Profile sheet.
   (c) Any student scoring 80+% in B-Add.-Sub. indicates mastery of the unit. Do not make any entry on the Profile sheet. He is then tested in C-Add. and C-Sub., and from this point on the usual placement guidelines are followed.

OR

A student takes B-Add.-Sub. test when he has scored 0 - 20% on either C-Add. or C-Sub. This is a case of a student being moved back for additional testing.

(a) Any student scoring 0 - 20%. (See (a) above.)

(b) Any student scoring 21 - 79%. (See (b) above.)

(c) Any student scoring 80+% in B-Add.-Sub. is automatically placed in C-Add. and C-Sub. This is a case of returning a student to the original unit and placing him in it.
EXAMPLE: If 85% in B-Add.-Sub., place in C-Add. and C-Sub.

Directions

1. Examine the percentages on Sheet #1. Using the placement guidelines, decide whether or not the student is placed or if he needs additional testing.

2. If the student is placed in an Area, indicate this by filling in the Level at which he places under Placed at Level.
   If the student needs further testing, do not fill in anything.

3. Turn to Sheet #2 and compare your placements with those on the sheet.
   Also, examine the percentages entered for the additional testing the student has taken.

4. If the student can be placed in the additional Areas now, fill in the Level at which he places under Placed at Level.
   If the student still needs additional testing in the remaining areas, do not fill in anything.

5. Turn to Sheet #3. Compare your placements with the sheet.
   Examine the percentages entered for the continued testing.
   Continue this process until the student is placed in each Area, either through testing or automatic assignment to a Level.

6. Refer to the Continuum charts and Placement Tests as needed.

7. Read the summary of each student's placement. This follows each set and will give you a total picture of how the student is placed.

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet 1
individually prescribed instructi
MATHEMATICS

STUDENT NAME: John Rocco

STUDENT NUMBER:

6	1	3	4
P-4	5	6	7

SCHOOL STAMP | P. 2-3

GRADE: 2 (P. 9)

ROOM: 6

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE		PLACEMENT LEVELS B—I								PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION	9/21	01	MAX. PTS.	10								
			SCORE	10								
			%	100								
PLACE VALUE		02	MAX. PTS.	5								
			SCORE	4								
			%	80								
ADDITION		03	MAX. PTS.									
			SCORE									
			%									
SUBTRACTION		04	MAX. PTS.									
			SCORE									
			%									
MULTIPLICATION		05	MAX. PTS.									
			SCORE									
			%									
DIVISION		06	MAX. PTS.									
			SCORE									
			%									
COMBINATION OF PROCESSES		07	MAX. PTS.									
			SCORE									
			%									
FRACTIONS		08	MAX. PTS.	5								
			SCORE	2								
			%	40								
MONEY		09	MAX. PTS.	5								
			SCORE	2								
			%	40								
TIME		10	MAX. PTS.	9								
			SCORE	7								
			%	78								
SYSTEMS OF MEASUREMENT		11	MAX. PTS.	5								
			SCORE	4								
			%	80								
GEOMETRY		12	MAX. PTS.	5								
			SCORE	4								
			%	80								
ADDITION AND SUBTRACTION		34	MAX. PTS.	13								
			SCORE	11								
			%	83								

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet 2
individually prescribed instruct
MATHEMATICS

SCHOOL STAMP P. 2-3

STUDENT NAME John Rocco

STUDENT NUMBER

6	1	3	4
P-4	5	6	7

GRADE 2
P. 9
ROOM 6

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION	9/21	01	MAX. PTS.	10	5							
			SCORE	10	2							
			%	100	40							
PLACE VALUE		02	MAX. PTS.	5	5							
			SCORE	4	1							
			%	80	20							
ADDITION		03	MAX. PTS.		10							
			SCORE		7							
			%		70							
SUBTRACTION		04	MAX. PTS.		10							
			SCORE		8							
			%		80							
MULTIPLICATION		05	MAX. PTS.									
			SCORE									
			%									
DIVISION		06	MAX. PTS.									
			SCORE									
			%									
COMBINATION OF PROCESSES		07	MAX. PTS.		5							
			SCORE		3							
			%		60							
FRACTIONS		08	MAX. PTS.	5								B
			SCORE	2								
			%	40								
MONEY		09	MAX. PTS.	5								B
			SCORE	2								
			%	40								
TIME		10	MAX. PTS.	9								B
			SCORE	7								
			%	78								
SYSTEMS OF MEASUREMENT		11	MAX. PTS.	5	5							
			SCORE	4	3							
			%	80	60							
GEOMETRY		12	MAX. PTS.	5	5							
			SCORE	4	1							
			%	80	20							
ADDITION AND SUBTRACTION		34	MAX. PTS.	13	When a student places out							Do not enter level
			SCORE	11	of combined unit of Add-Sub. he is							
			%	83	placement tested in C-Add & C-Sub.							

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet 3
individually prescribed instru
MATHEMATICS

SCHOOL STAMP	P. 2-3

STUDENT NAME: John Rocco

STUDENT NUMBER			
6	1	3	4
P-4	5	6	7

GRADE: 2
P. 9

ROOM: 6

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I	B	C	D	E	F	G	H	I	PLACED AT LEVEL
	P 10-13			B	C	D	E	F	G	H	I	
NUMERATION	9/21	01	MAX. PTS.	10	5							C
			SCORE	10	2							
			%	100	40							
PLACE VALUE		02	MAX. PTS.	5	5							C
			SCORE	4	1							
			%	80	20							
ADDITION		03	MAX. PTS.		10							C
			SCORE		7							
			%		70							
SUBTRACTION		04	MAX. PTS.		10	5						
			SCORE		8	0						
			%		80	0						
MULTIPLICATION		05	MAX. PTS.			10						
			SCORE			0						
			%			0						
DIVISION		06	MAX. PTS.			10						
			SCORE			1						
			%			10						
COMBINATION OF PROCESSES		07	MAX. PTS.		5							C
			SCORE		3							
			%		60							
FRACTIONS		08	MAX. PTS.	5								B
			SCORE	2								
			%	40								
MONEY		09	MAX. PTS.	5								B
			SCORE	2								
			%	40								
TIME		10	MAX. PTS.	9								B
			SCORE	7								
			%	78								
SYSTEMS OF MEASUREMENT		11	MAX. PTS.	5	5							C
			SCORE	4	3							
			%	80	60							
GEOMETRY		12	MAX. PTS.	5	5							C
			SCORE	4	1							
			%	80	20							
ADDITION AND SUBTRACTION		34	MAX. PTS.	13								
			SCORE	11								
			%	83								

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet 4
individually prescribed instru
MATHEMATICS

CHOOL STAMP	P. 2-3

STUDENT NAME John Rocco

STUDENT NUMBER

6	1	3	4
P-4	5	6	7

GRADE 2

P. 9

ROOM 6

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.	10	5							C
			SCORE	10	2							
			%	100	40							
PLACE VALUE		02	MAX. PTS.	5	5							C
			SCORE	4	1							
			%	80	20							
ADDITION		03	MAX. PTS.		10							C
			SCORE		7							
			%		70							
SUBTRACTION		04	MAX. PTS.		10	5						D
			SCORE		8	0						
			%		80	0						
MULTIPLICATION		05	MAX. PTS.			10						D
			SCORE			0						
			%			0						
DIVISION		06	MAX. PTS.			10						D
			SCORE			1						
			%			10						
COMBINATION OF PROCESSES		07	MAX. PTS.		5							C
			SCORE		3							
			%		60							
FRACTIONS		08	MAX. PTS.	5								B
			SCORE	2								
			%	40								
MONEY		09	MAX. PTS.	5								B
			SCORE	2								
			%	40								
TIME		10	MAX. PTS.	9								B
			SCORE	7								
			%	78								
SYSTEMS OF MEASUREMENT		11	MAX. PTS.	5	5							C
			SCORE	4	3							
			%	80	60							
GEOMETRY		12	MAX. PTS.	5	5							C
			SCORE	4	1							
			%	80	20							
ADDITION AND SUBTRACTION		34	MAX. PTS.	13								
			SCORE	11								
			%	83								

Summary of Placement Testing for John Rocco

1. Teacher selects B-Placement Tests for this second grader.

2. The teacher administers B-Placement Tests.

   The aide scores the Tests and enteres the Level B test scores on John's Profile sheet.

3. The teacher examines the Profile sheet and places John in Level B in Frac., M., T (scores between 21-79%). Assigns C-Placement Tests in Num., P.V., Add., Sub., COP, SOM, Geom. (scores 80% or over). These are all Areas in which he is not yet placed.

4. Teacher administers Tests. Aide scores Tests and adds scores to Profile sheet.

5. The teacher examines the Profile sheet and is able to place John in Level C in Num., P.V., Add., COP, SOM, Geom. (21-79%). Assigns D-Placement Tests in Sub., Mult., Div., (80% or over).

6. Teacher administers tests. Aide scores tests and adds test scores to Profile sheet.

7. Teacher examines the Profile sheet and is able to place John in Level D in Sub., Mult., Div. John has been placed in each Area. Placement testing for John is completed.

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet
individually prescribed inst
MATHEMATICS

SCHOOL STAMP	P. 2-3

STUDENT NAME Philip Johnson

STUDENT NUMBER	4	1	1	1
	P-4	5	6	7

GRADE 3
P. 9

ROOM 9

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE		PLACEMENT LEVELS B—I								PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.		5							
			SCORE		5							
			%		100							
PLACE VALUE		02	MAX. PTS.		5							
			SCORE		5							
			%		100							
ADDITION		03	MAX. PTS.		10							
			SCORE		10							
			%		100							
SUBTRACTION		04	MAX. PTS.		10							
			SCORE		9							
			%		90							
MULTIPLICATION		05	MAX. PTS.									
			SCORE									
			%									
DIVISION		06	MAX. PTS.									
			SCORE									
			%									
COMBINATION OF PROCESSES		07	MAX. PTS.		5							
			SCORE		2							
			%		40							
FRACTIONS		08	MAX. PTS.		4							
			SCORE		0							
			%		0							
MONEY		09	MAX. PTS.		5							
			SCORE		5							
			%		100							
TIME		10	MAX. PTS.		3							
			SCORE		1							
			%		33							
SYSTEMS OF MEASUREMENT		11	MAX. PTS.		5							
			SCORE		3							
			%		60							
GEOMETRY		12	MAX. PTS.		4							
			SCORE		4							
			%		100							
ADDITION AND SUBTRACTION		34	MAX. PTS.									
			SCORE									
			%									

ARITHMETIC PLACEMENT SCORE PROFILE

IPI Sheet 2
individually prescribed instruction
MATHEMATICS

SCHOOL STAMP	P. 2-3

STUDENT NAME Philip Johnson

STUDENT NUMBER

4	1	1	1
P-4	5	6	7

GRADE 3
P 9

ROOM 9

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.		5	5						
			SCORE		5	2						
			%		100	40						
PLACE VALUE		02	MAX. PTS.		5	5						
			SCORE		5	2						
			%		100	40						
ADDITION		03	MAX. PTS.		10	5						
			SCORE		10	2						
			%		100	40						
SUBTRACTION		04	MAX. PTS.		10	5						
			SCORE		9	0						
			%		90	0						
MULTIPLICATION		05	MAX. PTS.			10						
			SCORE			2						
			%			20						
DIVISION		06	MAX. PTS.			10						
			SCORE			4						
			%			40						
COMBINATION OF PROCESSES		07	MAX. PTS.		5							C
			SCORE		2							
			%		40							
FRACTIONS		08	MAX. PTS.	5	4							
			SCORE	2	0							
			%	40	0							
MONEY		09	MAX. PTS.		5	5						
			SCORE		5	1						
			%		100	20						
TIME		10	MAX. PTS.		13							C
			SCORE		1							
			%		33							
SYSTEMS OF MEASUREMENT		11	MAX. PTS.		5							C
			SCORE		3							
			%		60							
GEOMETRY		12	MAX. PTS.		4	4						
			SCORE		4	1						
			%		100	25						
ADDITION AND SUBTRACTION		34	MAX. PTS.									
			SCORE									
			%									

ARITHMETIC PLACEMENT SCORE PROFILE

IPI Sheet 3
individually prescribed instruction
MATHEMATICS

SCHOOL STAMP

STUDENT NAME Philip Johnson

STUDENT NUMBER

4	1	1	1
P-4	5	6	7

GRADE 3
P. 9
ROOM 9

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE	MATH AREA CODE	PLACEMENT LEVELS B- I									PLACED AT LEVEL
				B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.		5	5						D
			SCORE		5	2						
			%		100	40						
PLACE VALUE		02	MAX. PTS		5	5						D
			SCORE		5	2						
			%		100	40						
ADDITION		03	MAX. PTS.		10	5						D
			SCORE		10	2						
			%		100	40						
SUBTRACTION		04	MAX. PTS.		10	5						D
			SCORE		9	0						
			%		90	0						
MULTIPLICATION		05	MAX. PTS.			10						D
			SCORE			2						
			%			20						
DIVISION		06	MAX. PTS.			10						D
			SCORE			4						
			%			40						
COMBINATION OF PROCESSES			MAX. PTS.		5							C
			SCORE		2							
			%		40							
FRACTIONS		08	MAX. PTS.	5	4							B
			SCORE	2	0							
			%	40	0							
MONEY		09	MAX. PTS.		5	5						D
			SCORE		5	1						
			%		100	20						
TIME		10	MAX. PTS.		3							C
			SCORE		1							
			%		33							
SYSTEMS OF MEASUREMENT		11	MAX. PTS.		5							C
			SCORE		3							
			%		60							
GEOMETRY		12	MAX. PTS.		4	4						D
			SCORE		4	1						
			%		100	25						
ADDITION AND SUBTRACTION		34	MAX. PTS									
			SCORE									
			%									

Summary of Placement Testing for Philip Johnson

1. Teacher selects and administers Level C-Placement Tests to this third grader.
   The aide scores the tests and enters Level C test scores on Philip's Profile sheet.

2. The teacher examines the Profile sheet and places Philip on Level C in COP, T, SOM (21-79%). Assigns Level B Placement Test in Frac. (0-20%); Level D Placement Tests in Num., P.V., Add., Sub., Mult., Div., M., Geom. (80% or over), or Area starts on that Level.

3. Teacher administers tests. Aide scores tests and adds test scores to Profile sheet.

4. The teacher examines the Profile sheet and is able to place Philip on Level B in Frac. and in Level D all the remaining Areas (21-79%) Philip has been placed in each Area. Placement Testing for Philip is completed.

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet 1
individually prescribed instruct
MATHEMATICS

OOL STAMP | P. 2-3

STUDENT NAME: Joan Morgan

STUDENT NUMBER

3	1	3	3
P-4	5	6	7

GRADE 4 (P. 9)

ROOM 11

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.		5							
			SCORE		5							
			%		100							
PLACE VALUE		02	MAX. PTS.		5							
			SCORE		5							
			%		100							
ADDITION		03	MAX. PTS.		10							
			SCORE		10							
			%		100							
SUBTRACTION		04	MAX. PTS.		10							
			SCORE		9							
			%		90							
MULTIPLICATION		05	MAX. PTS.									
			SCORE									
			%									
DIVISION		06	MAX. PTS.									
			SCORE									
			%									
COMBINATION OF PROCESSES		07	MAX. PTS.		5							
			SCORE		3							
			%		60							
FRACTIONS		08	MAX. PTS.		4							
			SCORE		2							
			%		50							
MONEY		09	MAX. PTS.		5							
			SCORE		5							
			%		100							
TIME		10	MAX. PTS.		3							
			SCORE		2							
			%		67							
SYSTEMS OF MEASUREMENT		11	MAX. PTS.		5							
			SCORE		4							
			%		80							
GEOMETRY		12	MAX. PTS.		5							
			SCORE		5							
			%		100							
ADDITION AND SUBTRACTION		34	MAX. PTS.									
			SCORE									
			%									

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet 2
individually prescribed instruct
MATHEMATICS

SCHOOL STAMP
P. 2-3

STUDENT NAME Joan Morgan

STUDENT NUMBER

3	1	3	3
P-4	5	6	7

GRADE 4
P. 9
ROOM 11

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.		5	5						
			SCORE		5	4						
			%		100	80						
PLACE VALUE		02	MAX. PTS.		5	5						
			SCORE		5	2						
			%		100	40						
ADDITION		03	MAX. PTS.		10	5						
			SCORE		10	3						
			%		100	60						
SUBTRACTION		04	MAX. PTS.		10	5						
			SCORE		9	3						
			%		90	60						
MULTIPLICATION		05	MAX. PTS.			10						
			SCORE			10						
			%			100						
DIVISION		06	MAX. PTS.			10						
			SCORE			10						
			%			100						
COMBINATION OF PROCESSES		07	MAX. PTS.		5							C
			SCORE		3							
			%		60							
FRACTIONS		08	MAX. PTS.		4							C
			SCORE		2							
			%		50							
MONEY		09	MAX. PTS.		5	5						
			SCORE		5	5						
			%		100	100						
TIME		10	MAX. PTS.		3							C
			SCORE		2							
			%		67							
SYSTEMS OF MEASUREMENT		11	MAX. PTS.		5	5						
			SCORE		4	1						
			%		80	20						
GEOMETRY		12	MAX. PTS.		5	4						
			SCORE		5	2						
			%		100	50						
ADDITION AND SUBTRACTION		34	MAX. PTS.									
			SCORE									
			%									

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet 3
individually prescribed instruc
MATHEMATICS

HOOL STAMP | P. 2-3

STUDENT NAME: Joan Morgan

STUDENT NUMBER

3	1	3	3
P-4	5	6	7

GRADE 4
P. 9

ROOM 11

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE		B	C	D	E	F	G	H	I	PLACED AT LEVEL
	P. 10-13											
NUMERATION		01	MAX. PTS.		5	5	5					
			SCORE		5	4	0					
			%		100	80	0					
PLACE VALUE		02	MAX. PTS.		5	5						D
			SCORE		5	2						
			%		100	40						
ADDITION		03	MAX. PTS.		10	5						D
			SCORE		10	3						
			%		100	60						
SUBTRACTION		04	MAX. PTS.		10	5						D
			SCORE		9	3						
			%		90	60						
MULTIPLICATION		05	MAX. PTS.			10	5					
			SCORE			10	1					
			%			100	20					
DIVISION		06	MAX. PTS.			10	5					
			SCORE			10	1					
			%			100	20					
COMBINATION OF PROCESSES		07	MAX. PTS.		5							C
			SCORE		3							
			%		60							
FRACTIONS		08	MAX. PTS.		4							C
			SCORE		2							
			%		50							
MONEY		09	MAX. PTS.		5	5	5					
			SCORE		5	5	4					
			%		100	100	60					
TIME		10	MAX. PTS.		3							C
			SCORE		2							
			%		67							
SYSTEMS OF MEASUREMENT		11	MAX. PTS		5	5						D
			SCORE		4	1						
			%		80	20						
GEOMETRY		12	MAX. PTS.		5	4						D
			SCORE		5	2						
			%		100	50						
ADDITION AND SUBTRACTION		34	MAX. PTS.									
			SCORE									
			%									

ARITHMETIC PLACEMENT SCORE PROFILE

IPI Sheet 4
individually prescribed instruction
MATHEMATICS

SCHOOL STAMP	P. 2-3

GRADE P. 9 4

ROOM 11

STUDENT NAME Joan Morgan

STUDENT NUMBER

3	1	3	3
P-4	5	6	7

KEYPUNCH SAMPLE			
P. 14-15	P. 16	P. 17-18	TO P. 78
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS		5	5	5					E
			SCORE		5	4	0					
			%		100	80	0					
PLACE VALUE		02	MAX. PTS.		5	5						D
			SCORE		5	2						
			%		100	40						
ADDITION		03	MAX. PTS.		10	5						D
			SCORE		10	3						
			%		100	60						
SUBTRACTION		04	MAX. PTS.		10	5						D
			SCORE		9	3						
			%		90	60						
MULTIPLICATION		05	MAX. PTS.			10	5					E
			SCORE			10	1					
			%			100	20					
DIVISION		06	MAX. PTS.			10	5					E
			SCORE			10	1					
			%			100	20					
COMBINATION OF PROCESSES		07	MAX. PTS.		5							C
			SCORE		3							
			%		60							
FRACTIONS		08	MAX. PTS.		4							C
			SCORE		2							
			%		50							
MONEY		09	MAX. PTS.		5	5	5					E
			SCORE		5	5	4					
			%		100	100	60					
TIME		10	MAX. PTS.		3							C
			SCORE		2							
			%		67							
SYSTEMS OF MEASUREMENT		11	MAX. PTS.		5	5						D
			SCORE		4	1						
			%		80	20						
GEOMETRY		12	MAX. PTS.		5	4						D
			SCORE		5	2						
			%		100	50						
ADDITION AND SUBTRACTION		34	MAX. PTS.									H
			SCORE									
			%									

Summary of Placement Testing for Joan Morgan

1. The teacher selects and administers C-Placement Tests to this fourth grader.
   The aide scores the tests and enters Level C test scores on Joan's Profile sheets.

2. The teacher examines the Profile sheet and places Joan on Level C in COP, Frac., T (21-79%). Assigns Level D Placement Tests in Num., P.V., Add., Sub., Mult., Div., M., SOM, Geom. (80% or over, or Area starts on that Level).

3. The teacher administers the tests. Aide scores the tests and adds the test scores to Profile sheet.

4. The teacher examines the Profile sheet and is able to place Joan on Level D in P.V., Add., Sub., SOM, Geom. (21-79%). Assigns Level E Placement Tests in Num., Mult., Div., M. (80% or over).

5. The teacher administers the tests. Aide scores the tests and adds the test scores to the Profile sheet.

6. The teacher examines the Profile sheet and is able to place Joan in Level E in the remaining Areas (21-79%). Joan has been placed in each Area. Placement Testing for Joan is completed.

You may skip the rest of this exercise, if you have placed the 3 preceding students accurately.

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet 1
individually prescribed instructio
MATHEMATICS

SCHOOL STAMP	P. 2-3

STUDENT NAME Joseph Howard

STUDENT NUMBER

9	3	1	4
P-4	5	6	7

GRADE 5
P. 9

ROOM 7

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.			5						
			SCORE			4						
			%			80						
PLACE VALUE		02	MAX. PTS.			5						
			SCORE			2						
			%			40						
ADDITION		03	MAX. PTS.			5						
			SCORE			4						
			%			80						
SUBTRACTION		04	MAX. PTS.			5						
			SCORE			5						
			%			100						
MULTIPLICATION		05	MAX. PTS.			10						
			SCORE			10						
			%			100						
DIVISION		06	MAX. PTS.			10						
			SCORE			8						
			%			80						
COMBINATION OF PROCESSES		07	MAX. PTS.			5						
			SCORE			2						
			%			40						
FRACTIONS		08	MAX. PTS.			5						
			SCORE			3						
			%			60						
MONEY		09	MAX. PTS.			5						
			SCORE			4						
			%			80						
TIME		10	MAX. PTS.			6						
			SCORE			6						
			%			100						
SYSTEMS OF MEASUREMENT		11	MAX. PTS.			5						
			SCORE			1						
			%			20						
GEOMETRY		12	MAX. PTS.			4						
			SCORE			0						
			%			0						
ADDITION AND SUBTRACTION		34	MAX. PTS.									
			SCORE									
			%									

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet 2
individually prescribed instruction
MATHEMATICS

HOOL STAMP | P. 2-3

STUDENT NAME: Joseph Howard

STUDENT NUMBER: P-4 | 5 | 6 | 7

GRADE: 5
P. 9
ROOM: 7

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.			5	5					
			SCORE			4	2					
			%			80	40					
PLACE VALUE		02	MAX. PTS.			5						D
			SCORE			2						
			%			40						
ADDITION		03	MAX. PTS.			5	5					
			SCORE			4	5					
			%			80	100					
SUBTRACTION		04	MAX. PTS.			5	5					
			SCORE			5	4					
			%			100	80					
MULTIPLICATION		05	MAX. PTS.			10	5					
			SCORE			10	3					
			%			100	60					
DIVISION		06	MAX. PTS.			10	5					
			SCORE			8	3					
			%			80	60					
COMBINATION OF PROCESSES		07	MAX. PTS.			5						D
			SCORE			2						
			%			40						
FRACTIONS		08	MAX. PTS.			5						D
			SCORE			3						
			%			60						
MONEY		09	MAX. PTS.			5	5					
			SCORE			4	4					
			%			80	80					
TIME		10	MAX. PTS.			6	5					
			SCORE			6	4					
			%			100	80					
SYSTEMS OF MEASUREMENT		11	MAX. PTS.		5	5						
			SCORE		4	1						
			%		80	20						
GEOMETRY		12	MAX. PTS.		4	4						
			SCORE		3	0						
			%		75	0						
ADDITION AND SUBTRACTION		34	MAX. PTS.									
			SCORE									
			%									

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet

individually prescribed

MATHEMATICS

SCHOOL STAMP

P. 2-3

STUDENT NAME Joseph Howard

STUDENT NUMBER

9	3	1	4
P-4	5	6	7

GRADE 5

P. 9

ROOM 7

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	3	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.			5	5					E
			SCORE			4	2					
			%			80	40					
PLACE VALUE		02	MAX. PTS.			5						D
			SCORE			2						
			%			40						
ADDITION		03	MAX. PTS.			5	5	5				
			SCORE			4	5	3				
			%			80	100	60				
SUBTRACTION		04	MAX. PTS.			5	5	5				
			SCORE			5	4	3				
			%			100	80	60				
MULTIPLICATION		05	MAX. PTS.			10	5					E
			SCORE			10	3					
			%			100	60					
DIVISION		06	MAX. PTS.			10	5					E
			SCORE			8	3					
			%			80	60					
COMBINATION OF PROCESSES		07	MAX. PTS.			5						D
			SCORE			2						
			%			40						
FRACTIONS		08	MAX. PTS.			5						D
			SCORE			3						
			%			60						
MONEY		09	MAX. PTS.			5	5					F
			SCORE			4	4					
			%			80	80					
TIME		10	MAX. PTS.			6	5	5				
			SCORE			6	4	1				
			%			100	80	20				
SYSTEMS OF MEASUREMENT		11	MAX. PTS.		5	5						D
			SCORE		4	1						
			%		80	20						
GEOMETRY		12	MAX. PTS.		4	4						C
			SCORE		3	0						
			%		75	0						
ADDITION AND SUBTRACTION		34	MAX. PTS.									
			SCORE									
			%									

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet 4
individually prescribed instructio
MATHEMATICS

SCHOOL STAMP	P. 2-3

STUDENT NAME Joseph Howard

STUDENT NUMBER

9	3	1	4
P-4	5	6	7

GRADE 5
P. 9

ROOM 7

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.			5	5					E
			SCORE			4	2					
			%			80	40					
PLACE VALUE		02	MAX. PTS.			5						D
			SCORE			2						
			%			40						
ADDITION		03	MAX. PTS.			5	5	5				F
			SCORE			4	5	3				
			%			80	100	60				
SUBTRACTION		04	MAX. PTS.			5	5	5				F
			SCORE			5	4	3				
			%			100	80	60				
MULTIPLICATION		05	MAX. PTS.			10	5					E
			SCORE			10	3					
			%			100	60					
DIVISION		06	MAX. PTS.			10	5					E
			SCORE			8	3					
			%			80	60					
COMBINATION OF PROCESSES		07	MAX. PTS.			5						D
			SCORE			2						
			%			40						
FRACTIONS		08	MAX. PTS.			5						D
			SCORE			3						
			%			60						
MONEY		09	MAX. PTS.			5	5					F
			SCORE			4	4					
			%			80	80					
TIME		10	MAX. PTS.			6	5	5				F
			SCORE			6	4	1				
			%			100	80	20				
SYSTEMS OF MEASUREMENT		11	MAX. PTS.		5	5						D
			SCORE		4	1						
			%		80	20						
GEOMETRY		12	MAX. PTS.		4	4						C
			SCORE		3	0						
			%		75	0						
ADDITION AND SUBTRACTION		34	MAX. PTS.									
			SCORE									
			%									

Summary of Placement Testing for Joseph Howard

This summary will consist of a set of statements about Joseph's placement testing. It will be understood that the teacher makes all the professional decisions and that the aide performs all the clerical duties.

1. Level D-Placement Tests are taken by Joseph.

2. Student is placed on Level D in P.V., COP, Frac. Assigned to take Level E tests in Num., Add., Sub., Mult., Div., M., T (80% or over); also assigned to take Level C tests in SOM (borderline 20%) and Geom. (0-20%).

3. Student is placed on Level E in Num., Mult., Div. (21-79%); on Level D in SOM since Joseph has passed Level C; on Level C in Geom. (21-79%). Assigned to Level F tests in Add., Sub., T. (Automatic placement in Level F-M. which is highest unit.)

4. Student is placed on Level F in the remaining Areas (21-79%).

5. Placement testing is completed.

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet 1
individually prescribed instruction
MATHEMATICS

SCHOOL STAMP	P. 2-3

STUDENT NAME Kate Brown

STUDENT NUMBER			
8	2	2	0
P-4	5	6	7

GRADE 6

P.	9

ROOM 10

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.			5						
			SCORE			5						
			%			100						
PLACE VALUE		02	MAX. PTS.			5						
			SCORE			5						
			%			100						
ADDITION		03	MAX. PTS.			5						
			SCORE			5						
			%			100						
SUBTRACTION		04	MAX. PTS.			5						
			SCORE			5						
			%			100						
MULTIPLICATION		05	MAX. PTS.			10						
			SCORE			10						
			%			100						
DIVISION		06	MAX. PTS.			5						
			SCORE			4						
			%			80						
COMBINATION OF PROCESSES		07	MAX. PTS.			5						
			SCORE			4						
			%			80						
FRACTIONS		08	MAX. PTS.			5						
			SCORE			4						
			%			80						
MONEY		09	MAX. PTS.			5						
			SCORE			3						
			%			60						
TIME		10	MAX. PTS.			6						
			SCORE			5						
			%			83						
SYSTEMS OF MEASUREMENT		11	MAX. PTS.			5						
			SCORE			5						
			%			100						
GEOMETRY		12	MAX. PTS.			4						
			SCORE			3						
			%			75						
ADDITION AND SUBTRACTION		34	MAX. PTS.									
			SCORE									
			%									

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet 2
individually prescribed instructio
MATHEMATICS

SCHOOL STAMP | P. 2-3

STUDENT NAME: Kate Brown

STUDENT NUMBER			
8	2	2	0
P-4	5	6	7

GRADE: 6 (P. 9)

ROOM: 10

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.			5	5					
			SCORE			5	3					
			%			100	60					
PLACE VALUE		02	MAX. PTS.			5	7					
			SCORE			5	7					
			%			100	100					
ADDITION		03	MAX. PTS.			5	5					
			SCORE			5	4					
			%			100	80					
SUBTRACTION		04	MAX. PTS.			5	5					
			SCORE			5	3					
			%			100	60					
MULTIPLICATION		05	MAX. PTS.			10	5					
			SCORE			10	4					
			%			100	80					
DIVISION		06	MAX. PTS.			5	5					
			SCORE			4	3					
			%			80	60					
COMBINATION OF PROCESSES		07	MAX. PTS.			5	5					
			SCORE			4	5					
			%			80	100					
FRACTIONS		08	MAX. PTS.			5	10					
			SCORE			4	1					
			%			80	10					
MONEY		09	MAX. PTS.			5						D
			SCORE			3						
			%			60						
TIME		10	MAX. PTS.			6	9					
			SCORE			5	7					
			%			83	78					
SYSTEMS OF MEASUREMENT		11	MAX. PTS.			5	5					
			SCORE			5	4					
			%			100	80					
GEOMETRY		12	MAX. PTS.			4						D
			SCORE			3						
			%			75						
ADDITION AND SUBTRACTION		34	MAX. PTS.									
			SCORE									
			%									

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet
individually prescribed ins
MATHEMATICS

SCHOOL STAMP	P. 2-3

STUDENT NAME Kate Brown

STUDENT NUMBER	8	2	2	0
	P-4	5	6	7

GRADE 6 P. 9

ROOM 10

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE		PLACEMENT LEVELS B—I								PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.			5	5					E
			SCORE			5	3					
			%			100	60					
PLACE VALUE		02	MAX. PTS.			5	7	5				
			SCORE			5	7	5				
			%			100	100	100				
ADDITION		03	MAX. PTS.			5	5	5				
			SCORE			5	4	2				
			%			100	80	40				
SUBTRACTION		04	MAX. PTS.			5	5					E
			SCORE			5	3					
			%			100	60					
MULTIPLICATION		05	MAX. PTS.			10	5	5				
			SCORE			10	4	2				
			%			100	80	40				
DIVISION		06	MAX. PTS.			5	5					E
			SCORE			4	3					
			%			80	60					
COMBINATION OF PROCESSES		07	MAX. PTS.			5	5	5				
			SCORE			4	5	5				
			%			80	100	100				
FRACTIONS		08	MAX. PTS.			5	10					E
			SCORE			4	1					
			%			80	10					
MONEY		09	MAX. PTS.			5						D
			SCORE			3						
			%			60						
TIME		10	MAX. PTS.			6	9					E
			SCORE			5	7					
			%			83	78					
SYSTEMS OF MEASUREMENT		11	MAX. PTS.			5	5	5				
			SCORE			5	4	2				
			%			100	80	40				
GEOMETRY		12	MAX. PTS.			4						D
			SCORE			3						
			%			75						
ADDITION AND SUBTRACTION		34	MAX. PTS.									
			SCORE									
			%									

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheet 4
individually prescribed instruction
MATHEMATICS

STUDENT NAME Kate Brown

STUDENT NUMBER

8	2	2	0
P-4	5	6	7

OOL STAMP
P. 2-3

GRADE 6
P. 9
ROOM 10

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE		PLACEMENT LEVELS B—I								PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.			5	5					E
			SCORE			5	3					
			%			100	60					
PLACE VALUE		02	MAX. PTS.			5	7	5	6			
			SCORE			5	7	5	3			
			%			100	100	100	50			
ADDITION		03	MAX. PTS.			5	5	5				F
			SCORE			5	4	2				
			%			100	80	40				
SUBTRACTION		04	MAX. PTS.			5	5					E
			SCORE			5	3					
			%			100	60					
MULTIPLICATION		05	MAX. PTS.			10	5	5				F
			SCORE			10	4	2				
			%			100	80	40				
DIVISION		06	MAX. PTS.			5	5					E
			SCORE			4	3					
			%			80	60					
COMBINATION OF PROCESSES		07	MAX. PTS.			5	5	5	5			
			SCORE			4	5	5	4			
			%			80	100	100	80			
FRACTIONS		08	MAX. PTS.			5	10					E
			SCORE			4	1					
			%			80	10					
MONEY		09	MAX. PTS.			5						D
			SCORE			3						
			%			60						
TIME		10	MAX. PTS.			6	9					E
			SCORE			5	7					
			%			83	78					
SYSTEMS OF MEASUREMENT		11	MAX. PTS.			5	5	5				F
			SCORE			5	4	2				
			%			100	80	40				
GEOMETRY		12	MAX. PTS.			4						D
			SCORE			3						
			%			75						
ADDITION AND SUBTRACTION		34	MAX. PTS.									
			SCORE									
			%									

ARITHMETIC PLACEMENT SCORE PROFILE

ipi Sheets5
individually prescribed instructi
MATHEMATICS

SCHOOL STAMP	P. 2-3

STUDENT NAME Kate Brown

STUDENT NUMBER				
	8	2	2	0
	P-4	5	6	7

GRADE 6
P. 9
ROOM 10

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE		PLACEMENT LEVELS B—I								PLACED AT LEVEL
	P. 10-13			B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.			5	5					E
			SCORE			5	3					
			%			100	60					
PLACE VALUE		02	MAX. PTS.			5	7	5	6			G
			SCORE			5	7	5	3			
			%			100	100	100	50			
ADDITION		03	MAX. PTS.			5	5	5				F
			SCORE			5	4	2				
			%			100	80	40				
SUBTRACTION		04	MAX. PTS.			5	5					E
			SCORE			5	3					
			%			100	60					
MULTIPLICATION		05	MAX. PTS.			10	5	5				F
			SCORE			10	4	2				
			%			100	80	40				
DIVISION		06	MAX. PTS.			5	5					E
			SCORE			4	3					
			%			80	60					
COMBINATION OF PROCESSES		07	MAX. PTS.			5	5	5	5			H
			SCORE			4	5	5	4			
			%			80	100	100	80			
FRACTIONS		08	MAX. PTS.			5	10					E
			SCORE			4	1					
			%			80	10					
MONEY		09	MAX. PTS.			5						D
			SCORE			3						
			%			60						
TIME		10	MAX. PTS.			6	9					E
			SCORE			5	7					
			%			83	78					
SYSTEMS OF MEASUREMENT		11	MAX. PTS.			5	5	5				F
			SCORE			5	4	2				
			%			100	80	40				
GEOMETRY		12	MAX. PTS.			4						D
			SCORE			3						
			%			75						
ADDITION AND SUBTRACTION		34	MAX. PTS.									
			SCORE									
			%									

Summary of Placement Testing for Kate Brown

1. Level D Placement Tests are taken by Kate.

2. Student is placed on Level D in M., and G. Assigned Level E Placement Tests in Num., P.V., Add., Sub., Mult., Div., COP, Frac., T., SOM.

3. Student is placed on Level E in Num., Sub., Div., Frac., T (21-79%). Assigned Level F Placement Tests in P.V., Add., Mult., COP, SOM (80% or over).

4. Student is placed in Level F in Add., Mult., SOM. (21-79%).

5. Student is placed in Level G in P.V. (21-79%) and automatically placed in Level H in COP (highest Level in that Area).

6. Placement testing is completed.

TEACHING IN IPI

PROCEDURES FOR PLACEMENT TESTING

Teacher	Student	Aide
1. Selects a starting level for placement testing.		
2. Administers placement tests:	Takes assigned Placement Tests:	Scores tests.
a. Reads directions as needed.	a. Gives completed tests to aide.	Enters scores and % on student's Profile sheet.
3. Examines the scores and % on the Profile sheet:	Takes assigned Placement Tests:	Scores tests.
a. Places students according to Placement Guidelines.	a. Gives completed tests to aide.	Adds scores and % to student's Profile sheet.
b. Assigns and administers additional testing according to Placement Guidelines.		
4. Continues placement testing until student has been placed in each area of the Continuum:	Takes assigned Placement Tests:	Scores tests.
a. Repeats step 3.	a. Gives completed test to aide.	Adds scores and % to student's Profile sheet.
b. Starts student working in first unit in which he has placed by pretesting him.	Starts working in Continuum by by taking pretest in assigned unit.	

EXERCISE

START WORKING IN THE CONTINUUM

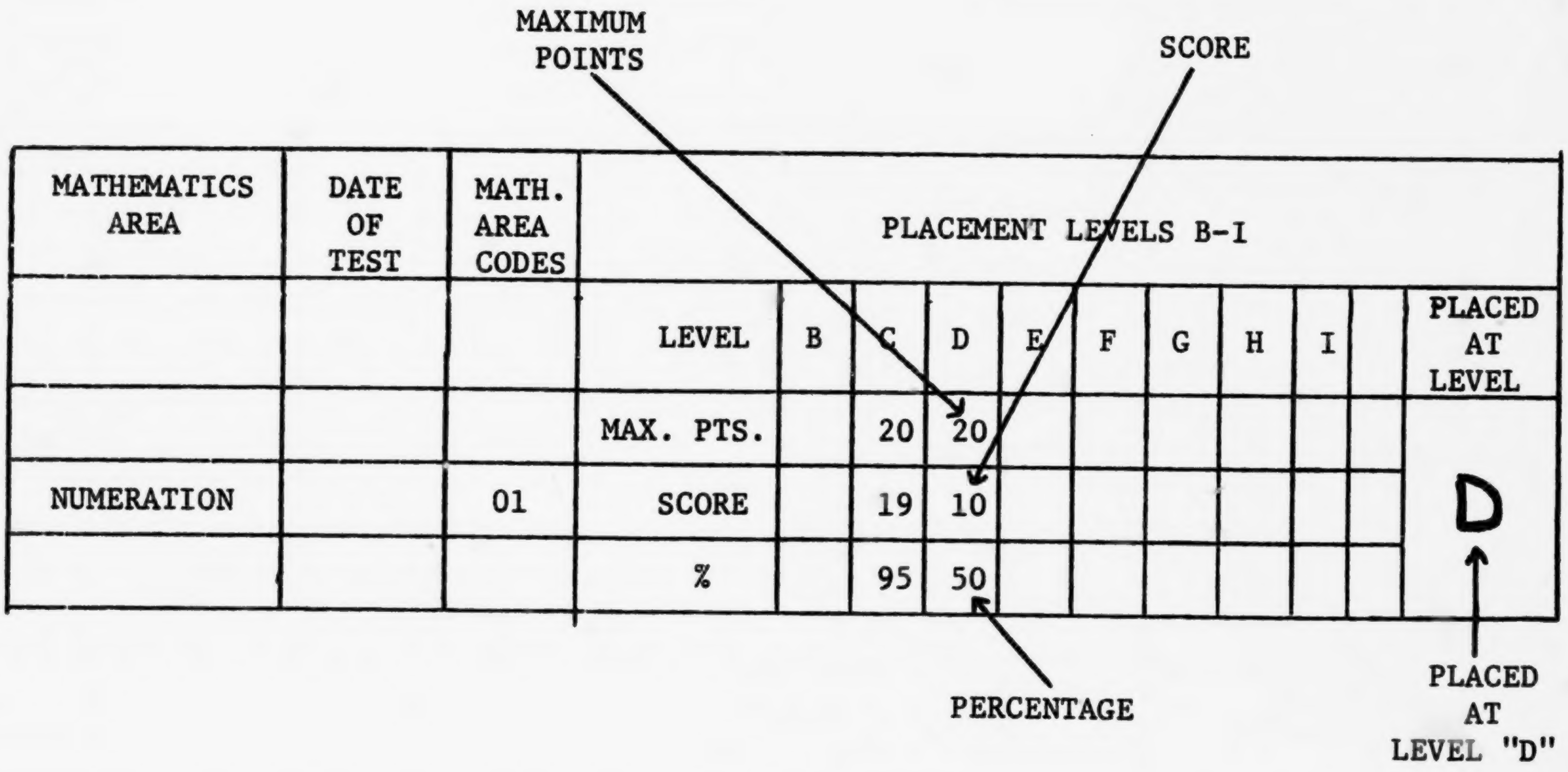
You are ready to begin working in IPI Mathematics by taking Placement Tests. You will act as the teacher, student and aide for the purpose of familiarizing yourself with these three IPI roles. In an actual IPI classroom, these roles are performed by separate persons.

1. Start placement testing on Level B.
2. Use the Level B Placement Tests booklet you reviewed earlier and do the test items as directed.
3. Score the tests.
4. Fill out an Arithmetic Placement Score Profile that follows and enter the scores and percentages for Level B Placement Tests.
5. Use the percentages to place yourself in the units or to assign additional testing.
6. Enter placement levels for areas in which you have placed.
7. Use the other Placement Tests booklets that contain the additional tests assigned to you and do only those tests as directed.
8. Score the tests by using a scoring key.
9. Add the scores and percentages to your Profile sheet.
10. Repeat the directions given in #5-9 to complete placement in the Mathematics Continuum.

Combine working through the IPI Continuum with completing Teaching in IPI

ARITHMETIC PLACEMENT SCORE PROFILE: INSTRUCTIONS

1. Look at the top of the form. The aide:
    a. Fills in student name only.
2. Look at the rest of the form. The aide:
    a. Fills in date of test. This is the date all placement testing began and needs to be filled in only once.
    b. Fills in maximum points in the appropriate box for each mathematics unit tested.
    c. Fills in score beneath the maximum points for each unit. It is the number of points that the student achieved.
    d. Fills in the percentage beneath the score for each unit. Percentage is obtained by dividing the score by the maximum points. For example: John Jones in C-Numeration scored 19 out of 20 maximum achievable points. The correct percentage is 19/20=95%.
3. The teacher fills in placed at level for each mathematics area. This entry is the level which the student has not successfully passed. For example, John Jones was successful in C-Numeration. His teacher then assigned him placement test materials in D-Numeration. In this unit he achieved a score of 10 out of 20 maximum achievable points, giving a percentage of 50. Since he was not successful in D-Numeration, his teacher placed him at level D on the Mathematics Placement Score Profile Forms, as shown in the diagram below.



MATHEMATICS AREA	DATE OF TEST	MATH. AREA CODES	PLACEMENT LEVELS B-I										
			LEVEL	B	C	D	E	F	G	H	I		PLACED AT LEVEL
			MAX. PTS.		20	20							D
NUMERATION		01	SCORE		19	10							
			%		95	50							

ARITHMETIC PLACEMENT SCORE PROFILE

ipi
individually prescribed inst
MATHEMATICS

SCHOOL STAMP | P. 2-3

STUDENT NAME ▨

STUDENT NUMBER			
P-4	5	6	7

GRADE
P. 9

ROOM ▨

KEYPUNCH SAMPLE			TO P. 78
P. 14-15	P. 16	P. 17-18	
MATH. AREA CODE	PLACED AT LEVEL	% OF PLACEMENT	
01	B	85	

MATHEMATICS AREA	DATE OF TEST	MATH AREA CODE	PLACEMENT LEVELS B—I									PLACED AT LEVEL
[redacted]	P. 10-13	[redacted]		B	C	D	E	F	G	H	I	
NUMERATION		01	MAX. PTS.									
			SCORE									
			%									
PLACE VALUE		02	MAX. PTS.									
			SCORE									
			%									
ADDITION		03	MAX. PTS.									
			SCORE									
			%									
SUBTRACTION		04	MAX. PTS.									
			SCORE									
			%									
MULTIPLICATION		05	MAX. PTS.									
			SCORE									
			%									
DIVISION		06	MAX. PTS.									
			SCORE									
			%									
COMBINATION OF PROCESSES		07	MAX. PTS.									
			SCORE									
			%									
FRACTIONS		08	MAX. PTS.									
			SCORE									
			%									
MONEY		09	MAX. PTS.									
			SCORE									
			%									
TIME		10	MAX. PTS.									
			SCORE									
			%									
SYSTEMS OF MEASUREMENT		11	MAX. PTS.									
			SCORE									
			%									
GEOMETRY		12	MAX. PTS.									
			SCORE									
			%									
ADDITION AND SUBTRACTION		34	MAX. PTS.									
			SCORE									
			%									

POSTTEST: Section III: IPI Placement Tests

The following items constitute a posttest.

The answer key which accompanies the test is correlated to the instructional materials in this section. Based upon the right and wrong responses you have made on the test, the answer key will direct you to those pages on which you should work to achieve 100% mastery.

Use the directions given with the pretest.

IPI Placement Tests

Answer true (T) or false (F):

1. IPI tests give the teacher all the data needed for forming instructional groups. __________

2. IPI Placement Tests are used to locate the student in each Area in the Continuum. __________

3. The clerical aide fills in the column marked Placed at Level on the Profile sheet. __________

4. Students frequently work on a unit while continuing their placement testing. __________

5. A good classroom test samples the curriculum being taught. __________

6. IPI Placement Tests are the most specific diagnostic instruments used in IPI __________

7. Placement Tests are administered by the aide. __________

8. A student must be placement tested on every level of the Continuum. __________

9. It is a recommended practice to start placement testing of different IPI levels for children in different grade levels. __________

10. It is the teacher's responsibility to explain directions to the student during placement testing. __________

What decisions would you make about placement and placement testing in these instances of IPI Placement Test scores? Select the best answer. (You may use the Continuum reference chart to help you.) Assume this is the first placement test score in this area.

1. A student scores 60% in B-Num.: __________

   a. Place in B-Num.
   b. Test in C-Num.
   c. Retest in B-Num.
   d. Insufficient information.

2. A student scores 87% in E-Add.: __________

   a. Place in E-Add.
   b. Test in F-Add.
   c. Test in D-Add.
   d. Insufficient information.

3. A student scores less than 20% in F-Frac. and therefore is tested in E-Frac.: __________

   a. Place in F-Frac.
   b. Place in E-Frac.
   c. Test in D-Frac.
   d. Insufficient information.

4. A student scores 90% in G-Time: __________

   a. Place in G-Time.
   b. Test in H-Time.
   c. Place in H-Time.
   d. Insufficient information.

5. A student scores 10% in C-COP: __________

   a. Place in C-COP.
   b. Test in B-COP.
   c. Place in B-COP.
   d. Insufficient information.

Level
Placement Tests

A	B	C	D	E	F	G	H	
#							#	Numeration (Num.)
X							#	Place Value (P.V.)
#	#						#	Addition (Add.)
X	X						#	Subtraction (Sub.)
X	X	X					#	Multiplication (Mult.)
X	X	X					#	Division (Div.)
X	X						#	Combination of Processes (COP)
#							#	Fractions (Frac.)
X					#	X	X	Money (M.)
X							#	Time (T.)
X						#	X	Systems of Measurement (SOM)
X							#	Geometry (Geom.)
X		X	X	X	X	X	X	Addition and Subtraction (Add.-Sub.)

X = No existing units
# = No Placement Test for this unit

Reference Chart: IPI MATHEMATICS CONTINUUM PLACEMENT TESTS

ANSWER KEY

POSTTEST: Section III: IPI Placement Tests (pp ~~14-150)~~ 14-150

True-False:

1.	F	6.	F
2.	T	7.	F
3.	F	8.	F
4.	T	9.	T
5.	T	10.	T

Select best answer:

1.	a
2.	b
3.	d
4.	c
5.	a

IPI PRETESTS AND IPI POSTTESTS

IPI PRETESTS AND IPI POSTTESTS

The teacher:

1. Describes IPI Pretests in terms of use and organization.

2. Follows the procedures for IPI Pretesting:

    a. Selecting and assigning appropriate unit.
    b. Selecting and administering Unit Pretest for unit.
    c. Administering Pretest.
    d. Scoring and filling in scores and percentages on Mathematics Prescription Sheet.
    e. Circling on the Prescription Sheet the number of the unit skill(s) requiring prescription(s) and entering these numbers next to the Unit Pretest label.
    f. Moving student on to next unmastered unit if the Unit Pretest indicates mastery of current unit.

3. Describes IPI Posttests in terms of use and organization.

4. Follows the procedures for IPI Posttesting:

    a. Prescribing and administering Unit Posttest to student completing a unit.
    b. Scoring and filling in scores and percentages on Mathematics Prescription Sheet,
    c. Moving student on to next unmastered unit if Unit Posttest indicates mastery of current unit.
    d. Prescribing additional work in the unit if complete mastery is not indicated by the Unit Posttest.

PRETEST: Section III: IPI Pretests and IPI Posttests

The following items consitute a pretest.

The answer key which accompanies the test is correlated to the instructional materials in this section. Based upon the right and wrong responses you have made on the test, the answer key will direct you to those pages on which you should work to achieve 100% mastery.

Directions:

1. Take the pretest.
2. Use the answer key immediately following the pretest to correct your work.
3. Work on the pages to which you are directed by the pretest answer key.
4. Take the posttest.
5. Use the answer key immediately following the posttest to correct your work.
6. Move on to the next pretest if you have scored 100%.
7. Work on the pages to which you are directed by the posttest answer key if you have scored under 100%. Discuss these pages with other teachers working through this section.
8. Use the pretest as a posttest. (Alternate using the two test forms.)
9. Work toward 100% mastery.

Answer true (T) or false (F):

1. There is a Unit Pretest for every unit existing in the Continuum. __________

2. Unit Pretests and Posttests are parallel tests. __________

3. A Unit Pretest tests every skill in the unit. __________

4. The mastery criterion for all unit tests is 85%. __________

5. In assigning units to a student, a teacher assigns only those units in which he has been placed by means of Placement Tests. __________

6. A student is pretested on as many assigned units as possible at one time. __________

7. Each unit skill receives a separate score in a Unit Pretest and Posttest. __________

8. A student scoring 85% on all skills in a Unit Pretest is moved on to the next unmastered unit. __________

9. The aide identifies for the teacher those pretested skills which require a prescription. __________

10. Posttests are used for ongoing evaluation. __________

The following chart represents the placement Profile of an IPI student. Sequence the units in the Math Continuum that the student must master, in the order in which they must be mastered. Number the units in the proper sequence in the columns marked Sequence for Assigning Unit. You may use the reference chart for the Mathematics Continuum to help you.

Area	Placed at Level	Sequence for Assigning Unit					
		C	D	E	F	G	H
Num.	E						
P.V.	G						
Add.	F						
Sub.	E						
+ & − in Other Bases	Starts at H						
Mult.	F						
Div.	E						
× & ÷ in Other Bases	Starts at H						
COP	H						
Frac.	E						
M.	D						
T.	E						
SOM	F						
Geom.	D						
Add.-Sub.	---						
S.T.	C						

ANSWER KEY

PRETEST: Section III: IPI Pretests and IPI Posttests (pp. ~~162-212; 213-254)~~ 162-212; 213-254

1. F
2. T
3. T
4. T
5. F
6. F
7. T
8. T
9. F
10. F

Sequence for Assigning Unit

C	D	E	F	G	H
		5	13	24	35
				25	36
			14	26	37
		6	15	27	38
					39
			16	28	40
		7	17	29	41
					42
					43
		8	18	30	44
	2	9	19		
		10	20	31	45
			21	32	
	3	11	22	33	46
1	4	12	23	34	47

IPI PRETESTS

IPI Pretests offer the teacher a distinctly different kind of data than the Placement Tests. The Pretests shift the emphasis from determining the status of the student in the Continuum to diagnosing the specific deficiencies in each skill of each unit. Each Pretest focuses intensively on a particular unit and probes into each skill contained in the unit. It provides the teacher with data on the intra-individual differences in the unit as well as gives the teacher some insight into the causes of the existing deficiencies.

This section will answer the following questions about IPI Pretests:

1. What are IPI Pretests?

2. What are IPI Pretests used for?

3. How many IPI Pretests are there for the IPI Mathematics Continuum?

4. How are IPI Pretests labeled?

5. What does each Unit Pretest consist of?

6. Why are IPI Pretests longer than the Placement Tests?

7. What are the procedures followed in IPI pretesting?

What are IPI Pretests?

IPI Pretests consist of a series of diagnostic tests that measure achievement within the units of the IPI Mathematics Continuum.

What are IPI Pretests used for?

IPI Pretests are used to measure the mastery of all the skills in one particular unit of the Continuum. A Pretest for a single unit is taken by the student when he is ready to enter the unit. The scores tell the teacher which skill(s) the student has yet to learn within the unit.

How many IPI Pretests are there for the Mathematics Continuum?

There is a Pretest for every unit in the Continuum except for Level A (Num., Add., Frac.).

How are the Pretests labeled?

The Pretests are labeled by the units they test.

EXAMPLE: B-Num. Pretest, E-Mult. Pretest.

What does each Unit Pretest consist of?

Each Unit Pretest consists of test items that sample each skill in the unit.

EXAMINE THE THREE UNIT B PRETEST BOOKLETS THAT FOLLOW TO LEARN ABOUT THE ORGANIZATION OF THE PRETESTS:

1. The cover identifies the unit pretested in the booklet.
2. The test items are grouped and identified by the skills they test.
3. Each skill in the unit has a box for a score and a percentage.
4. All skills in the unit are tested by the pretest.

SCHOOL CODE ☐

NAME ______________________________

NUMBER ____________________ CLASS ___ ____________

ipi

MATHEMATICS

Pre Test

LEVEL B

NUMERATION (01)

Developed by The Testing and Evaluation Staff, Learning Research and
Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

Appleton-Century-Crofts ACC Division of Meredith Publishing Company

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DEVELOPMENTAL EDITION

B NUMERATION (01) PRE-TEST SKILL 1

CIRCLE CORRECT BOX	TL. PTS.	
	10	100%
	NO. OF PTS.	%
	9	90
	8	80
	7	70
	6	60
	5	50
	4	40
	3	30
	2	20
	1	10

Directions: Circle the numeral in each box which is named by the word.

one 1 2 3 4	three 3 4 7 8
nine 6 4 10 9	six 10 5 6 3
ten 10 2 5 6	four 2 4 5 7
five 9 6 5 4	eight 6 8 10 7
seven 5 7 9 8	zero 8 9 7 0

B NUMERATION (01) PRE-TEST SKILL 2

CIRCLE CORRECT BOX

TL. PTS.	
5	100%
NO. OF PTS.	%
4	80
3	60
2	40
1	20

GO TO YOUR TEACHER
THIS IS AN ORAL TEST

Teacher: Count by 1's from 1 to 100.

Teacher: Point to the listed numerals on the chart and ask the child to "Read these numerals, starting here and ending here"

From 11 to 22
From 34 to 46
From 53 to 67
From 75 to 88

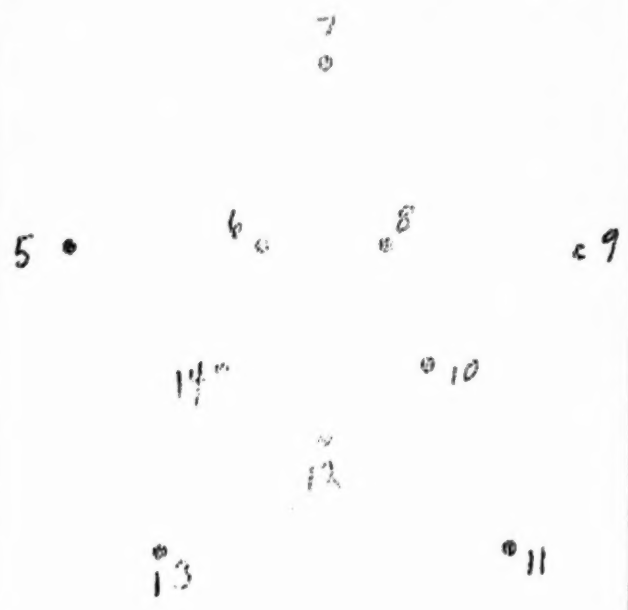
1	2	3	4	5	6	7	8	9	10
11	12	13	14.	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	59	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

B NUMERATION (01) PRE-TEST

SKILL 3

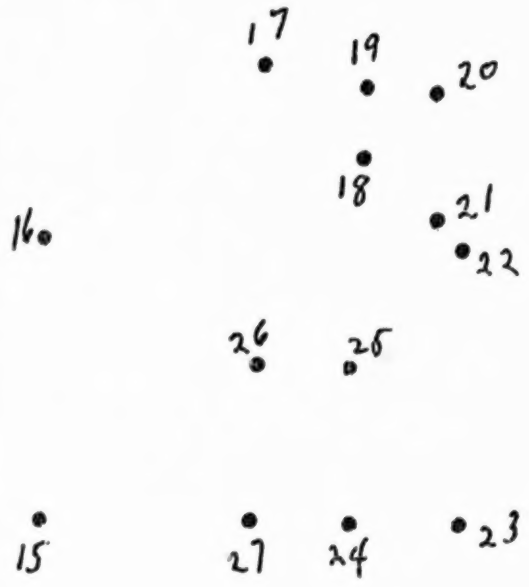
CIRCLE CORRECT BOX	TL. PTS.	
	4	100%
	NO. OF PTS.	%
	3	75
	2	50
	1	25

Directions: Connect the dots to make a picture in each box.



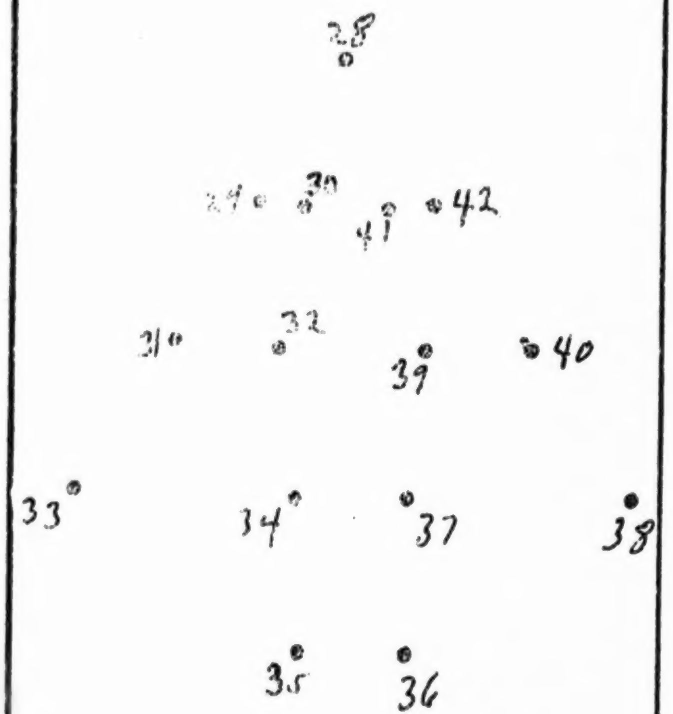
7
5
6
8
9
14
10
12
13
11

Start at 5.



17
19
20
18
16
21
22
26
25
15
27
24
23

Start at 15.



28
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33
34
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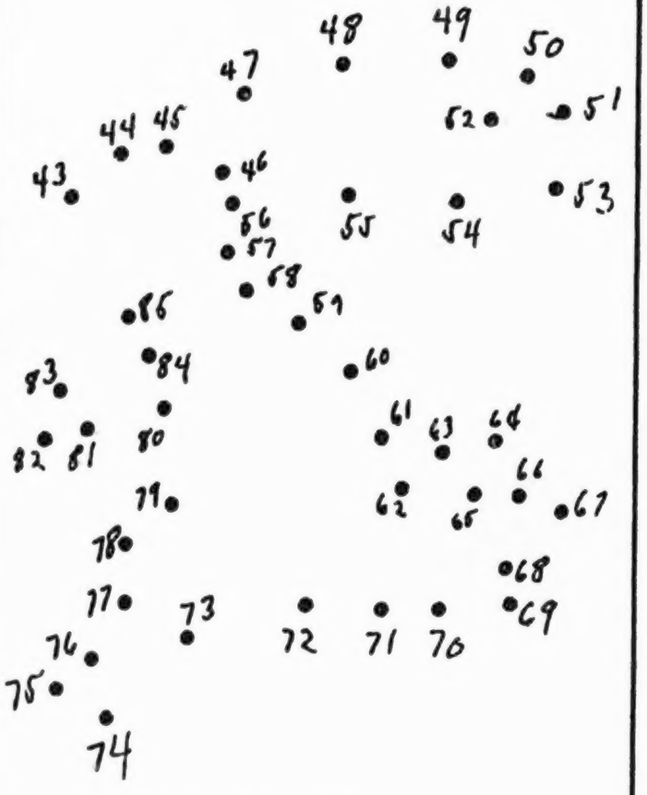
35
36

Start at 28.



48
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44
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58
86
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84
60
83
61
63
64
82
81
80
66
79
62
65
67
78
68
77
73
69
76
72
71
70
75
74

Start at 43.

B NUMERATION (01) PRE-TEST SKILL 4

GO TO YOUR TEACHER
THIS IS AN ORAL TEST.

Teacher: Ask the child to count by tens.

From 15 to 65

From 8 to 58

From 27 to 87

From 32 to 72

From 46 to 96.

CIRCLE CORRECT BOX	TL. PTS.	
	5	100%
	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20

B NUMERATION (01) PRE-TEST SKILL 5

CIRCLE CORRECT BOX	TL. PTS.	
	12	100%
	NO. OF PTS.	%
	11	92
	10	83
	9	75
	8	67
	7	58
	6	50
	5	42
	4	33
	3	25
	2	17
	1	8

Directions: Count from 1 to 100, and write in the numerals.

Directions: Count backward. Write the numerals in the blanks.

83 82 ____ ____ ____ ____ 77

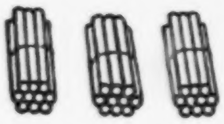
40 ____ ____ ____ ____ ____ ____ 33

B NUMERATION (01) PRE-TEST SKILL 6

CIRCLE CORRECT BOX

TL. PTS.	
5	100%
NO. OF PTS.	%
4	80
3	60
2	40
1	20

Directions: Write numerals in the blanks to tell how many sticks are in each row. There are 10 sticks in a bundle.



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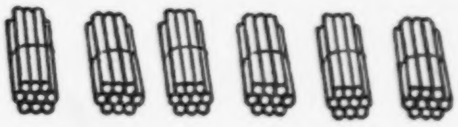

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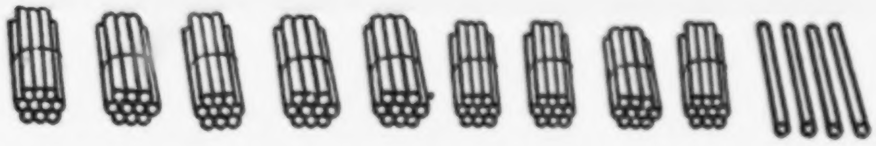

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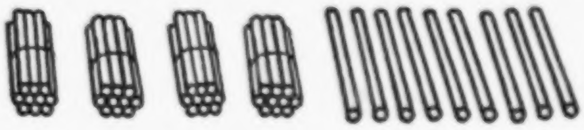

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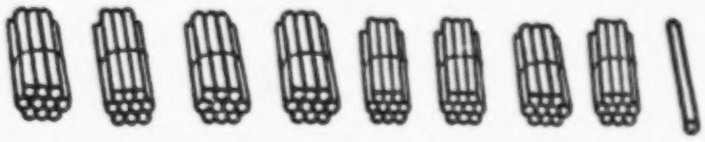

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B NUMERATION (01) PRE-TEST SKILL 7

Directions: Write the number that comes just after each number below.

96, ____

59, ____

75, ____

99, ____

40, ____

Directions: Write the number that comes just before each number below.

____ , 38

____ , 40

____ , 98

____ , 62

____ , 14

CIRCLE CORRECT BOX

TL. PTS.	
10	100%
NO. OF PTS.	%
9	90
8	80
7	70
6	60
5	50
4	40
3	30
2	20
1	10

B NUMERATION (01) PRE-TEST SKILL 8

CIRCLE CORRECT BOX	TL. PTS.	
	10	100%
	NO. OF PTS.	%
	9	90
	8	80
	7	70
	6	60
	5	50
	4	40
	3	30
	2	20
	1	10

Directions: Draw a circle around the smallest number in each box.

37	47	27

15	19	16	96	69	99
65	56	29	71	49	28

Directions: Write > or < in each circle to show whether the first number is greater or less than the second number.

19 ○ 27

16 ○ 61

33 ○ 30

59 ○ 58

68 ○ 86

B NUMERATION (01) PRE-TEST SKILL 9

CIRCLE CORRECT BOX	TL. PTS.	
	5	10
	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20

Directions: Count from the arrows and draw a big X on the object named.

seventh star → ✡ ✡ ✡ ✡ ✡ ✡ ✡ ✡

first square → □ □ □ □ □ □ □ □

ninth dot → • • • • • • • • • •

sixth circle → ○ ○ ○ ○ ○ ○

fifth triangle → △ △ △ △ △ △ △

SCHOOL CODE

NAME ______________________

NUMBER ______________ CLASS ______________

ipi

MATHEMATICS

Pre Test

LEVEL B

PLACE VALUE (02)

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

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DEVELOPMENTAL EDITION

B PLACE VALUE (02) PRE-TEST SKILL 1

Directions: Answer the questions.

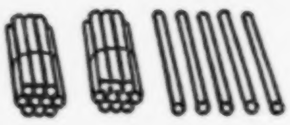
What digit is in the tens place in
this numeral? 65

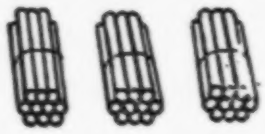
______

What digit is in the ones place in
this numeral? 23

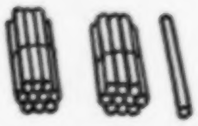
______

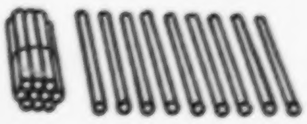
Circle the picture that shows 25 sticks.



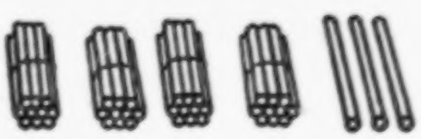


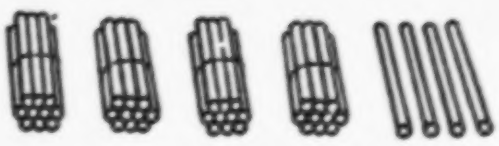
Circle the picture that shows 19 sticks.





Circle the picture that shows 44 sticks.



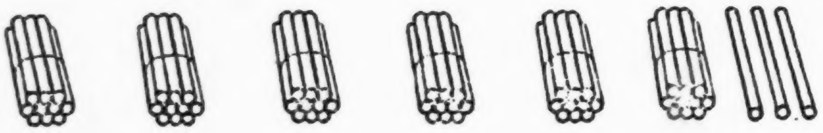


CIRCLE CORRECT BOX	TL. PTS.	
	5	100%
	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20

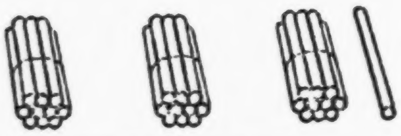
B PLACE VALUE (02) PRE-TEST SKILL 2

CIRCLE CORRECT BOX	TL. PTS.	
	5	100%
	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20

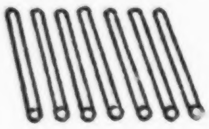
Directions: Write the number of tens and ones shown in each picture.



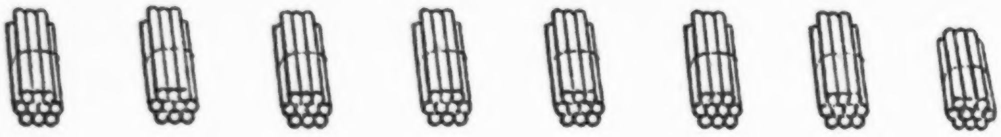
_______ tens and _______ ones



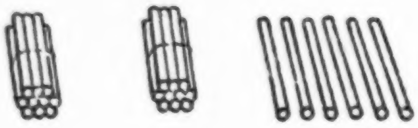
_____ tens and _______ ones



______ tens and _______ ones



_______ tens and _______ ones



_______ tens and _______ ones

SCHOOL CODE ☐

NAME ______________________________

NUMBER ____________________ CLASS ____________________

ipi

MATHEMATICS

Pre Test

LEVEL B

MONEY (09)

Developed by The Testing and Evaluation Staff, Learning Research and Development Center, University of Pittsburgh; Richard Cox, Ph.D., Director

Appleton-Century-Crofts ACC Division of Meredith Publishing Company

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DEVELOPMENTAL EDITION

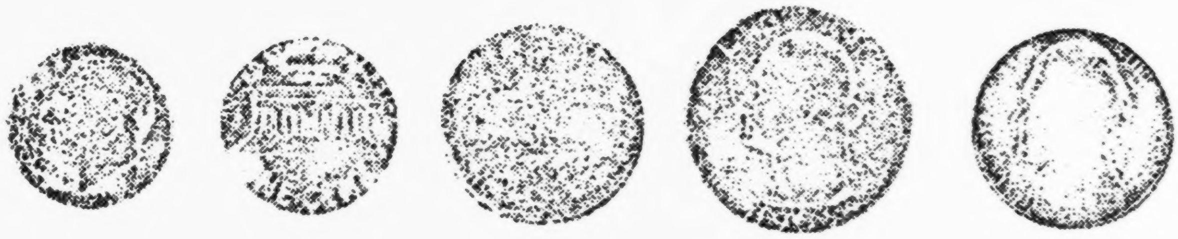
B MONEY (09) PRE-TEST SKILL 1

CIRCLE CORRECT BOX

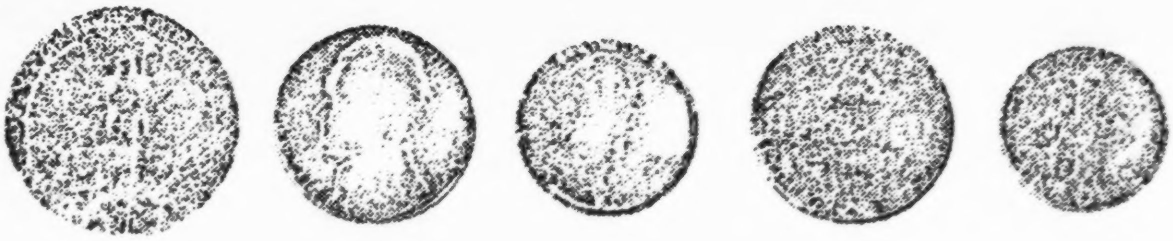
TL. PTS.	
3	100
NO. OF PTS.	%
2	67
1	33

Directions: Draw a big X on the picture in each row that matches the word.

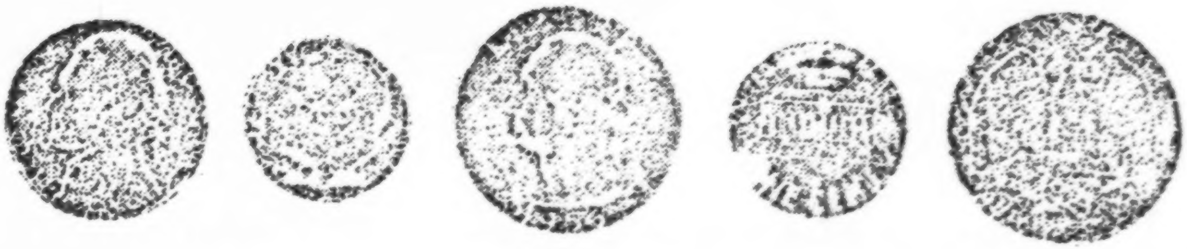
penny



dime



nickel

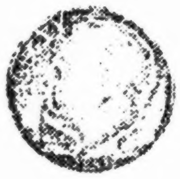


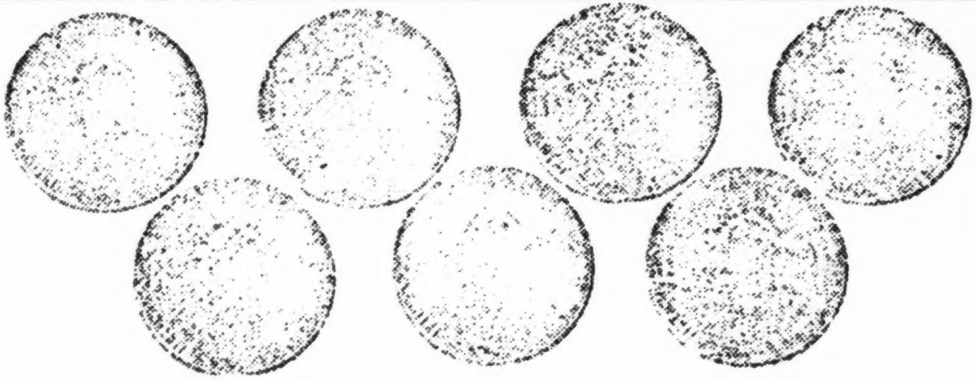
B MONEY (09) PRE-TEST SKILL 2

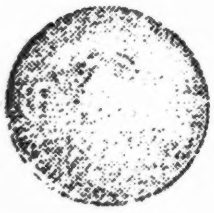
CIRCLE CORRECT BOX

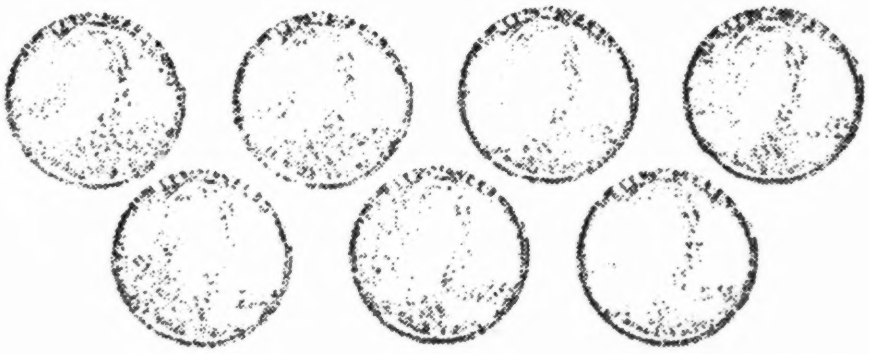
TL. PTS.	
5	100%
NO. OF PTS.	%
4	80
3	60
2	40
1	20

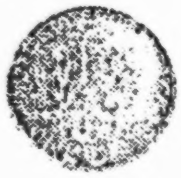
Directions: Draw a ring around the coins in each row which are equal in value to the first coin in the box.

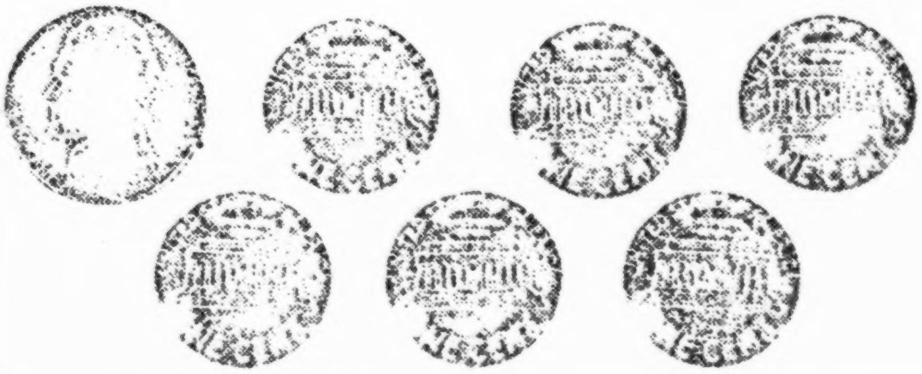




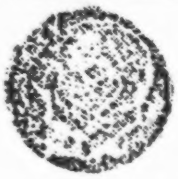




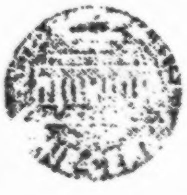




Directions: Circle the value of the coin shown in each row.



5 cents   10 cents   1 cent

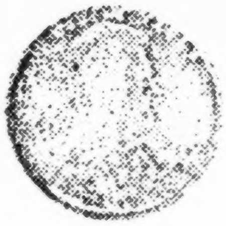
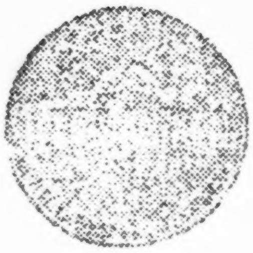
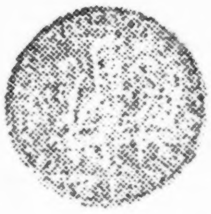
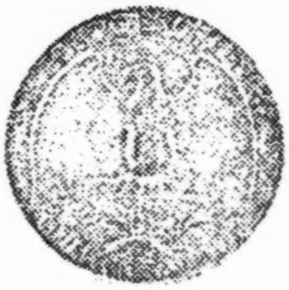
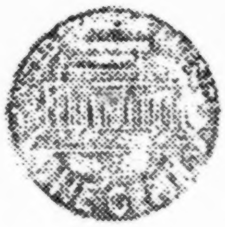


1 cent   10 cents   5 cents

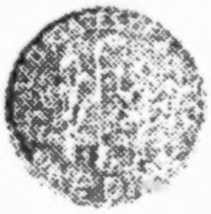
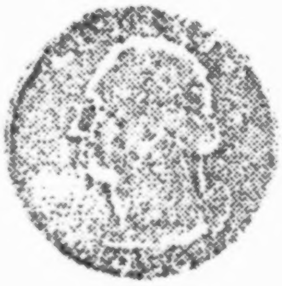
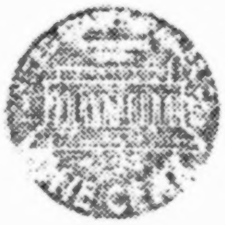
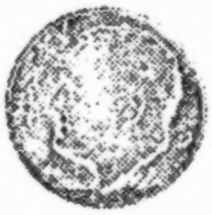
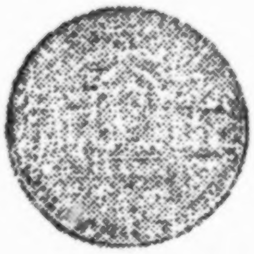
B MONEY (09) PRE-TEST SKILL 3

Directions: Draw a big X on the coin in each row that matches the word.

quarter

quarter

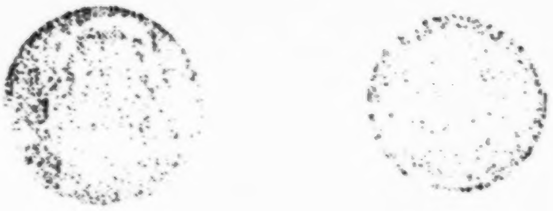
CIRCLE CORRECT BOX

TL. PTS.	
2	100%
NO. OF PTS.	%
1	50

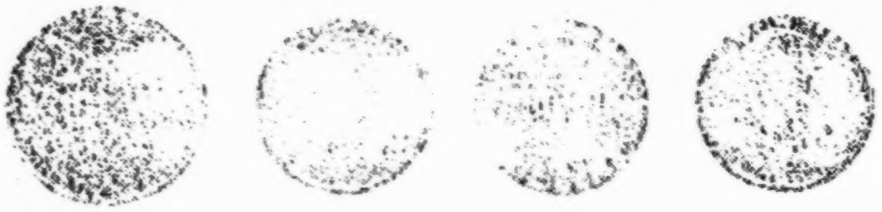
B MONEY (09) PRE-TEST

SKILL 4

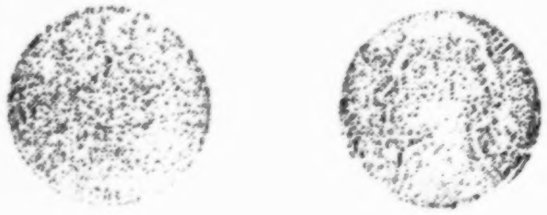
Directions: Write the numeral that shows how much money is in each box.



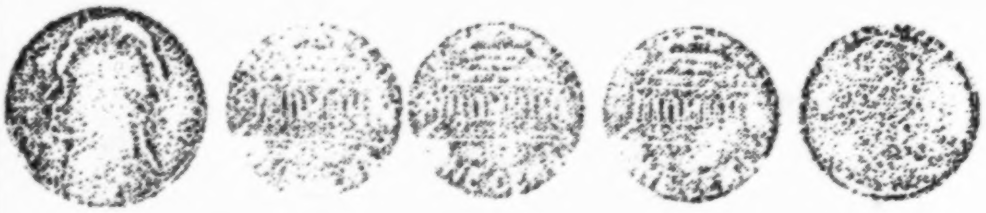
______¢



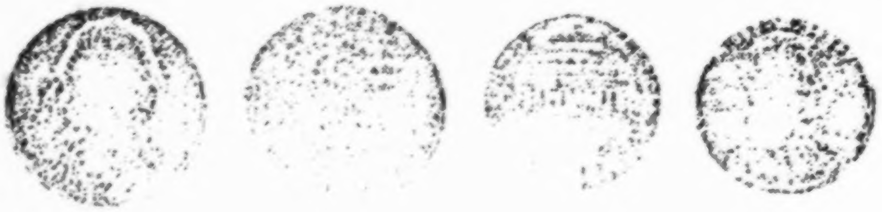
______¢



______¢



______¢



______¢

CIRCLE CORRECT BOX

TL. PTS.	
5	100%
NO. OF PTS.	%
4	80
3	60
2	40
1	20

Why are IPI Pretests longer than the Placement Tests?

IPI Pretests test intensively each skill in the units while the Placement Tests test only representative skills in corresponding units on a less intensive basis. Therefore, IPI Pretests measure all skills with more test items. The following exercise illustrates this.

USE YOUR COPY OF LEVEL B PLACEMENT TESTS AND THE THREE UNIT PRETESTS FROM LEVEL B. FILL OUT THE FOLLOWING, USING THE TEST BOOKLETS:

	Pretest		B-Placement Tests	
Unit Pretest	Skills Tested	# of Items	Skills Tested	# of Items
B-PV				
B-Num.				
B-Money				

END OF EXERCISE

What are the procedures followed in IPI testing?

In order to pretest a student in a unit, the teacher must first select an appropriate unit for him. This selection is made from the units in the Continuum that are unmastered by the student. The order in which the units are selected and assigned to the student is determined by the student's placement profile and the sequence of the units in the Continuum.

This can be best illustrated by using the following chart and a set of guidelines to interpret the placement profile for Joan Wiley. For the purposes of representing the complete sequencing of units; all Areas (including + and − in Other Bases, + and − in Other Bases, and Special Topics) have been listed on the chart. Though these three particular Areas are not placement tested, they must be automatically assigned in proper sequence.

USE THIS CHART WITH THE GUIDELINES ON THE NEXT PAGE.

Area	Placed at Level	Sequence for Assigning Units		
		B	C	D
Num.	C		5	16
P.V.	B	1	6	17
Add.	C		7	18
Sub.	C		8	19
*+ & − in Other Bases	Starts at H			***
Mult.	D			20
Div.	D			21
* × & ÷ in Other Bases	Starts at H			***
COP	C		9	22
Frac.	B	2	10	23
M.	C		11	24
T.	C		12	25
SOM	B	3	13	26
Geom.	C		14	27
Add.-Sub.	B	4		
*S.T.	Starts at C		15**	28

*These areas do not appear on Profile sheet.

**Automatic assignment.

***Automatically assigned when student is sequenced through H.

Example of Sequence for Assigning Units (Based on Joan Wiley's Profile Sheet.)

Guidelines for Sequencing Units for Joan Wiley

1. Scan the column marked Placed at Level.

2. Start with the lowest Level appearing in this column.
   In Joan's case, this is Level B.

3. Pick out the first unmastered Area that appears on that Level.
   In Joan's case, this is B-P.V.

4. Assign this Unit to the student.
   Joan is assigned B-P.V. as a start.

5. Administer the Pretest for this Unit.
   Joan is given B-P.V. Pretest.

   (In a regular IPI class, the student masters the selected unit before going on to the next one. We will assume Joan was given work in B-P.V. and she has mastered B-P.V. Step 6 would follow.)

6. (Only after this Unit has been mastered.) Scan the column marked Placed at Level, and assign the next unmastered Area at the lowest Level.
   After Joan has mastered B-P.V., she is assigned B-Frac.

7. Repeat steps five and six until all unmastered Units at the lowest Level are mastered by student.
   In Joan's case, she completes B-SOM and B-Add.-Sub.

8. Move to the next higher Level.

9. On this Level, assign in sequence all Areas still unmastered by the student. These Areas include those started in the preceding Level plus those listed for the higher Level under the column marked Placed at Level.

10. Follow this sequencing in assigning and pretesting units until student has started work in all Areas. From this point on, the student follows the regular sequence of the Continuum.
    In Joan's case, she is following the regular sequence of the Continuum by Level D.

DO THE FOLLOWING EXERCISE.

EXERCISE

THIS EXERCISE WILL HELP YOU BECOME FAMILIAR WITH THE GUIDELINES USED FOR SEQUENCING MATHEMATICS UNITS. A REFERENCE CHART: GUIDELINES FOR SEQUENCING UNITS IS INCLUDED FOR YOUR USE.

THE PROFILE SHEETS OF OUR FIVE STUDENTS ARE REPRESENTED ON THE FOLLOWING PAGES. USE THE GUIDELINES TO SEQUENCE THE UNITS ON THESE CHARTS.

1. Sequence the first three profiles (I, II, III) and check with the answer sheet that follows each profile.

2. Sequence the next two profiles (IV, V) and check with the answer sheet that follows each.

Reference Chart: Guidelines for Sequencing Units

1. Scan the column marked Placed at Level.
2. Start with the lowest Level appearing in this column.
3. Pick out the first unmastered Area that appears on that Level.
4. Assign this Unit to the student.
5. Administer the Pretest for this Unit.

   (In a regular IPI class, the student masteres the selected unit before going on to the next one. We will assume the student was given work in the unit and he has mastered it. Step 6 would follow.)

6. (Only after this Unit has been mastered.) Scan the column marked Placed at Level, and assign the next unmastered Area at the lowest Level.
7. Repeat steps five and six until all unmastered Units at the lowest Level are mastered by student.
8. Move to the next higher Level.
9. On this Level, assign in sequence all Areas still unmastered by the student. These Areas include those started in the preceding Level plus those listed for the higher Level under the column marked Placed at Level.
10. Follow this sequencing in assigning and pretesting units until student has started work in all Areas. From this point on, the student follows the regular sequence of the Continuum.

I. Profile Sheet for John Rocco

Area	Placed at Level	Sequence for Assigning Units			
		B	C	D	E
Num.	C				
P.V.	C				
Add.	C				Sequence of Continuum is followed
Sub.	D				
+ & − in Other Bases	Starts on H				
Mult.	D				
Div.	D				
X & ÷ in Other Bases	Starts on H				
COP	C				
Frac.	B				
M.	B				
T.	B				
SOM	C				
Geom.	C				
Add.-Sub.	---				
S.T.	Starts at C				

TURN THE PAGE FOR THE PROPER SEQUENCING.

I. Profile Sheet for John Rocco

Area	**Placed at Level**	Sequence for Assigning Units			
		B	C	D	E
Num.	C		4	14	
P.V.	C		5	15	
Add.	C		6	16	Sequence of Continuum is followed
Sub.	D			17	
+ & − in Other Bases	Starts on H				
Mult.	D			18	
Div.	D			19	
× & ÷ in Other Bases	Starts on H				
COP	C		7	20	
Frac.	B	1	8	21	
M.	B	2	9	22	
T.	B	3	10	23	
SOM	C		11	24	
Geom.	C		12	25	
Add.-Sub.	---				
S.T.	Starts at C		13	26	

II. Profile Sheet for Philip Johnson

Area	Placed at Level	Sequence for Assigning Units			
		B	C	D	E
Num.	D				
P.V.	D				
Add.	D				Sequence of Continuum is followed
Sub.	D				
+ & — in Other Bases	Starts at H				
Mult.	D				
Div.	D				
X & ÷ in Other Bases	Starts at H				
COP	C				
Frac.	B				
M.	D				
T.	C				
SOM	C				
Geom.	D				
Add.-Sub.	---				
S.T.	Starts at C				

TURN THE PAGE FOR THE PROPER SEQUENCING.

II. Profile Sheet for Philip Johnson

Area	Placed at Level	Sequence for Assigning Units			
		B	C	D	E
Num.	D			7	
P.V.	D			8	
Add.	D			9	Sequence of Continuum is followed
Sub.	D			10	
+ & — in Other Bases	Starts at H				
Mult.	D			11	
Div.	D			12	
X & ÷ in Other Bases	Starts at H				
COP	C		2	13	
Frac.	B	1	3	14	
M.	D			15	
T.	C		4	16	
SOM	C		5	17	
Geom.	D			18	
Add.-Sub.	---				
S.T.	Starts at C		6	19	

(If you have completed Profile Sheets I and II accurately, skip III and IV and do V only.)

III. Profile Sheet for Joan Morgan

		Sequence for Assigning Units			
Area	**Placed at Level**	C	D	E	F
Num.	E				
P.V.	D				
Add.	D				Sequence of Continuum is followed
Sub.	D				
+ & − in Other Bases	Starts at H				
Mult.	E				
Div.	E				
× & ÷ in Other Bases	Starts at H				
COP	C				
Frac.	C				
M.	E				
T.	C				
SOM	D				
Geom.	D				
Add.-Sub.	---				
S.T.	Starts at C				

TURN PAGE FOR THE PROPER SEQUENCING.

III. Profile Sheet for Joan Morgan

Area	Placed at Level	Sequence for Assigning Units			
		C	D	E	F
Num.	E			14	
P.V.	D		5	15	
Add.	D		6	16	Sequence of Continuum is followed
Sub.	D		7	17	
+ & — in Other Bases	Starts at H				
Mult.	E			18	
Div.	E			19	
X & ÷ in Other Bases	Starts at H				
COP	C	1	8	20	
Frac.	C	2	9	21	
M.	E			22	
T.	C	3	10	23	
SOM	D		11	24	
Geom.	D		12	25	
Add.-Sub.	---				
S.T.	Starts at C	4	13	26	

IV. Profile Sheet for Joseph Howard

Area	Placed at Level	Sequence for Assigning Unit				
		C	D	E	F	G
Num.	E					
P.V.	D					
Add.	F					Sequence of Continuum is followed
Sub.	F					
+ & − in Other Bases	Starts at H					
Mult.	E					
Div.	E					
X & ÷ in Other Bases	Starts at H					
COP	D					
Frac.	D					
M.	F					
T.	F					
SOM	D					
Geom.	C					
Add.-Sub.	---					
S.T.	C					

TURN THE PAGE FOR THE PROPER SEQUENCING.

IV. Profile Sheet for Joseph Howard

Area	**Placed at Level**	**Sequence for Assigning Unit**				
		C	D	E	F	G
Num.	E			9	18	
P.V.	D		3	10	19	
Add.	F				20	Sequence of Continuum is followed
Sub.	F				21	
+ & − in Other Bases	Starts at H					
Mult.	E			11	22	
Div.	E			12	23	
× & ÷ in Other Bases	Starts at H					
COP	D		4	13	24	
Frac.	D		5	14	25	
M.	F				26	
T.	F				27	
SOM	D		6	15	28	
Geom.	C	1	7	16	29	
Add.-Sub.	---					
S.T.	C	2	8	17	30	

V. Profile Sheet for Kate Brown

Area	Placed at Level	Sequence for Assigning Unit				
		D	E	F	G	H
Num.	E					
P.V.	G					
Add.	F					
Sub.	E					
+ & − in Other Bases	Starts at H					
Mult.	F					
Div.	E					
× & ÷ in Other Bases	Starts at H					
COP	H					
Frac.	E					
M.	D					
T.	E					
SOM	F					
Geom.	D					
Add.-Sub.	---					
S.T.	C					

TURN THE PAGE FOR THE PROPER SEQUENCING.

V. Profile Sheet for Kate Brown

Area	Placed at Level		Sequence for Assigning Unit				
			D	E	F	G	H
Num.	E			5	13	24	35
P.V.	G					25	36
Add.	F				14	26	37
Sub.	E			6	15	27	38
+ & — in Other Bases	Starts at H						39
Mult.	F				16	28	40
Div.	E			7	17	29	41
X & ÷ in Other Bases	Starts at H						42
COP	H						43
Frac.	E			8	18	30	44
M.	D		2	9	19	☒	☒
T.	E			10	20	31	45
SOM	F				21	32	
Geom.	D		3	11	22	33	46
Add.-Sub.	---						
S.T.	C	1	4	12	23	34	47

Up to this point, the teacher has picked out the unit in which the student is to work and has also administered the appropriate Unit Pretest. The clerical aide corrects the pretest and enters the student's pretests scores and percentages on a sheet called a Mathematics Prescription Sheet.

Examine the following Mathematics Prescription Sheets:

1. Locate the box marked Pre and Post Test Scores on Prescription → Sheet #1.

2. Read the explanations listed for the first four columns. The aide enters this information for you, as well as student's name, grade, etc. on the top.

3. Note that the mastery criterion for each skill in a pretest is 85%.

4. Examine Prescription Sheets #2-6 and the discussion that follows each to learn how the teacher uses pretest scores to make instructional decisions.

MATHEMATICS PRESCRIPTION SHEET #1

PAGE: OF

SCHOOL STAMP	U. S. 2-3	STUDENT NAME	John Doe	STUDENT NUMBER	1	8	3	1
				U. S.	4	5	6	7

GRADE	4	ROOM	12	UNIT	C-Num			
U. S.	9				U. S.	10	11	12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

Date pretest corrected

~~SCHOOL CALENDAR~~		
~~BEGAN~~		~~U. 23-25~~
~~ENDED~~		~~U. 26-28~~
~~Worked~~		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. ➤	PRES. INIT. ➤	SKILL NO. ➤	↓ PAGE NO.	↓ INST. TECH CODES	SCORE	MAX. POINTS	SCORE	%	SCORE	%	SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71				S. 72-73		S. 74-75		S. 76-77	
1														
2														
3														
4														
5														
6														
7														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

All skill numbers are entered.

Maximum number of points that can be earned for each skill.

Actual number of points earned for each skill.

% scored on each skill.

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

KEYPUNCH SAMPLE

LL	PRE %	POST. %	TO 78
9-31	U. 32-33	U. 34-35	
1	80	95	

PRE AND POST TEST SCORES

ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	%* ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

Average Average

Date scored

MATHEMATICS PRESCRIPTION SHEET #2

PAGE: OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Joan Wiley

STUDENT NUMBER U. S. 4 5 6 7

GRADE 3 U. S. 9

ROOM

UNIT B-P.V. 1,2 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	1/23/68	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. → S. 13-16	PRES. INIT. → S. 17-19	SKILL NO. → S. 20-21	↓ PAGE NO. S. 22-57	↓ INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW U. & S. 79

KEYPUNCH SAMPLE

ILL	PRE %	POST. %	TO 78
9-31	U. 32-33	U. 34-35	
01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
⊗ 1	5	3	60						
⊗ 2	5	2	40						
X									
X									
X									
X									
X									
X									
X			50						
X									
X									
X									
X									
X									
X									
X									
X									

← Prescription Sheet #2: Joan Wiley

B-P.V. Pretest

1. If a B-P.V. Pretest is available, obtain a copy.
   Inspect the test items Joan did.

2. Prescription Sheet #2 is returned to the teacher by the aide. Joan has been pretested by the teacher on the two skills in B-P.V. and has scored below 85% in each. This is entered in the Pre and Posttest Scores box by the aide.

3. The teacher identifies the skills that require a prescription by circling the X before the skill numbers one and two.
   The teacher also enters skill numbers one and two next to the Unit Pretest label on the top of the page.

MATHEMATICS PRESCRIPTION SHEET #3

PAGE: ▨ OF

Mastery Pull

SCHOOL STAMP	U. S. 2-3
STUDENT NAME	Joan Morgan
STUDENT NUMBER	
U. S.	4 5 6 7
GRADE	5
U. S.	9
ROOM	▨
UNIT	E-Money
U. S.	10 11 12

UNIT DATES		
UNIT BEGAN	1/18/68	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		▨

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. → S. 13-16	PRES. INIT. → S. 17-19	SKILL NO. → S. 20-21	↓ PAGE NO. S. 22-57	↓ INST. TECH CODES S. 58-71	SCORE ▨	MAX. POINTS ▨	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT. ▨	DAYS* WORKED IN SKILL S. 76-77	NOTES
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

EYPUNCH SAMPLE

L	PRE %	POST. %
-31	U. 32-33	U. 34-35
1	80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ↓	ENTER POINTS PER SKILL	PRE	% ↓	POST	% ↓	POST	% ↓	POST	% ↓
X 1	5	5	100						
X 2	6	6	86						
X 3	7	7	88						
X									
X									
X									
X			91						
X									
X									
X									
X									
X									
X									
X									
X									
X									

← Prescription Sheet #3: Joan Morgan

E-Money

1. If available, obtain a copy of E-Money Pretest.
   Inspect the test items Joan did.

2. Prescription Sheet #3 is returned to the teacher by the aide. Joan has been pretested by the teacher on the three skills in E-Money and has scored over 85% in each. This is entered in the appropriate box by the aide.

3. The teacher identifies the skills that require a prescription by circling the X before the skill numbers. Since all scores are over 85%, none need a prescription. The student will move to another unit. This sheet is no longer needed.
   The teacher merely marks Mastery Pull in the upper right hand corner to tell the aide to file the sheet.

MATHEMATICS PRESCRIPTION SHEET #4

PAGE: ▨ OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Joseph Howard

STUDENT NUMBER

U. S.	4	5	6	7

GRADE 4 U. S. 9

ROOM

UNIT D-Spec. Topics 1,2,3 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	1/8/68	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. ➤	PRES. INIT. ➤	SKILL NO. ➤	↓ PAGE NO.	↓ INST. TECH CODES	SCORE	MAX. POINTS	SCORE	%	SCORE	%	SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71				S. 72-73		S. 74-75		S. 76-77	
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80

KEYPUNCH SAMPLE

KILL	PRE %	POST. %
29-31	U. 32-33	U. 34-35
X01	80	95

TO 78

PRE AND POST TEST SCORES										
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
⊗ 1	10	4	40						
⊗ 2	5	4	80						
⊗ 3	5	2	40						
X									
X									
X									
X			33						
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

Prescription #4: Joseph Howard

D-Spec. Topics

1. If available, obtain a copy of D-Spec. Topics. Inspect the items Joseph did.

2. Joseph has scored below 85% on all three skills in D-Spec. Topics.

3. The teacher circles the X's before skills 1, 2 and 3, since they need a prescription, and enters these skill numbers next to the Unit Pretest label at the top of the page.

MATHEMATICS PRESCRIPTION SHEET #5

PAGE: OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME John Rocco

STUDENT NUMBER

U. S.	4	5	6	7

GRADE 2 U. S. 9

ROOM

UNIT B-Frac. 1 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	1/8/68	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "H" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL	PRE %	POST. %	
29-31	U. 32-33	U. 34-35	TO 78
01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
⊗ 1	6	3	50						
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

Prescription Sheet #5: John Rocco

B-Frac.

1. If available, obtain a copy of B-Frac.
   Inspect the items John did.

2. John has scored below 85% on the skill pretested in B-Frac.

3. The teacher circles the X before this skill since it needs a prescription and enters the skill number next to the Unit Pretest label at the top of the page.

FOR THE NEXT TWO SHEETS (PRESCRIPTION SHEETS #6 and #7):

1. Circle those skills requiring a prescription.

2. Enter these skill numbers next to the Unit Pretest label.

MATHEMATICS PRESCRIPTION SHEET #6

PAGE: OF ▨

SCHOOL STAMP U. S. 2-3

STUDENT NAME Kate Brown

STUDENT NUMBER U. S. 4 5 6 7

GRADE U. S. 9

ROOM

UNIT G-COP U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		▨

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	SCORE	%	SCORE	%	SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71	▨	▨		S. 72-73		S. 74-75	▨	S. 76-77	
1														
2														
3														
4														
5														
6														
7														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
0	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

KEYPUNCH SAMPLE

LL	PRE %	POST. %	TO 78
9-31	U. 32-33	U. 34-35	
1	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X 1	5	0	0						
X 2	5	5	100						
X 3	6	6	100						
X 4	5	3	60						
X 5	5	4	80						
X									
X									
X									
X			68						
X									
X	TURN PAGE FOR ANSWERS								
X									
X									
X									
X									

MATHEMATICS PRESCRIPTION SHEET #6

Answer Sheet

PAGE: OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Kate Brown

STUDENT NUMBER

U. S.	4	5	6	7

GRADE U. S. 9

ROOM

UNIT G-COP 1,4,5 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1														
2														
3														
4														
5														
6														
7														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

EYPUNCH SAMPLE

L	PRE %	POST %
31	U. 32-33	U. 34-35
	80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
⊗ 1	5	0	0						
X 2	5	5	100						
X 3	6	6	100						
⊗ 4	5	3	60						
⊗ 5	5	4	80						
X									
X									
X									
X			68						
X									
X									
X									
X									
X									
X									
X									

MATHEMATICS PRESCRIPTION SHEET #7

PAGE: ▨ OF

SCHOOL STAMP	U. S. 2-3
STUDENT NAME	Philip Johnson
STUDENT NUMBER	U. S. 4 5 6 7
GRADE	5 (U. S. 9)
ROOM	▨
UNIT	Q- Div. (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN	1/8/68	U. 13-16
UNIT ENDED		U. 17 20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		▨

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1														
2														
3														
4														
5														
6														
7														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE
PRE % 1 U. 32-33 80
POST. % U. 34-35 95
TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X 1	5	4	80						
X 2	10	7	70						
X 3	5	5	100						
X 4	20	8	40						
X 5	6	6	100						
X 6	6	4	67						
X 7	4	1	25						
X									
X									
X									
X			69						
X									
X									
X									
X	TURN PAGE FOR ANSWERS								

MATHEMATICS PRESCRIPTION SHEET #7

Answer Sheet

PAGE: OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME Philip Johnson

STUDENT NUMBER U. S. 4 5 6 7

GRADE 5 U. S. 9

ROOM

UNIT D-Div. 1,2,4,6,7 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1														
2														
3														
4														
5														
6														
7														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

KEYPUNCH SAMPLE

L	PRE %	POST. %
9-31	U. 32-33	U. 34-35
1	80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
⊗ 1	5	4	80						
⊗ 2	10	7	70						
X 3	5	5	100						
⊗ 4	20	8	40						
X 5	6	6	100						
⊗ 6	6	4	67						
⊗ 7	4	1	25						
X									
X									
X									
X			69						
X									
X									
X									
X									
X									

TEACHING IN IPI

PROCEDURES FOR PRETESTING

Teacher	Student	Aide
1. Assigns to the student a unit selected from the placement Profile.		
2. Administers the Pretest for the unit.	Takes assigned Unit Pretest.	
a. Reads directions as needed.	Gives completed Pretest to aide.	Scores Pretests. Fills in a Prescription Sheet for student. Enters scores and % on Prescription Sheet.
3. Examines Pretest scores.		
a. Identifies the skill(s) in the unit requiring a prescription (under 85%).	Waits for prescription designed to teach unmastered skills.	
b. Moves child to next unmastered unit when all the scores in the pretested unit are over 85%.	Takes the next assigned Unit Pretest. Gives completed Pretest to aide.	Scores Pretest. Starts new Prescription Sheet. Fills in scores and % on Prescription Sheet.
4. Repeats steps 1-3 whenever student demonstrates mastery of last assigned unit.	Repeats corresponding steps.	Repeats corresponding steps.

EXERCISE

RESUME WORKING IN THE CONTINUUM.

You are ready to resume working in the Continuum by selecting a unit to be mastered. You will act as teacher, student and aide to familiarize yourself with these roles in IPI pretesting.

1. Continue placement testing until you are placed in one unit.
2. Obtain the Unit Pretest for this unit and do the test items as directed.
3. Score the tests by using the Teacher Edition of the test.
4. Fill out a Mathematics Prescription Sheet for yourself and enter the scores and percentages for the Unit Pretest.
5. Circle those numbers for the skills you must master (under 85%), and insert these numbers next to the Unit label at the top of the page.
6. Continue placement testing as needed.

IPI POSTTESTS

The Unit Posttest is a parallel form of the Unit Pretest. Both are designed to assess mastery of all the skills within a particular unit. Each Posttest focuses intensively on a particular unit and tests each skill to determine complete mastery of the unit.

This section will answer the following questions about IPI Posttests:

1. What are IPI Posttests?
2. What are IPI Posttests used for?
3. How many Posttests are there for the IPI Mathematics Continuum?
4. How are IPI Posttests labeled?
5. What does each Unit Posttest consist of?
6. Can the Pretest and Posttest of a particular unit be used interchangeably?
7. What are the procedures followed in IPI posttesting?

What are IPI Posttests?

IPI Posttests consist of a series of achievement tests that measure mastery of all the skills in the unit.

What are IPI Posttests used for?

IPI Posttests are used to measure mastery of all the skills in one particular unit of the Continuum after the student has completed his prescribed work in the unit. Unlike the pretest which is used to identify deficiencies in unit skills before instruction is started, the posttest is used to determine mastery of the unit skills after instruction is given. Determination of unit mastery is essential at this point.

Posttest scores of 85% and over on all skills indicate to the teacher that the student is ready to be assigned another unit. Scores under 85% on any one skill indicate a lack of unit mastery and additional instruction on those deficient skills must be prescribed.

How many Posttests are there for the IPI Mathematics Continuum?

There is a Posttest that parallels the Pretest for every unit in the Continuum except for Level A (Num., Add., Frac.)

How are IPI Posttests labeled?

The Posttests are labeled by the units they test.

EXAMPLE: B-Num. Posttest, E-Mult. Posttest.

What does each Unit Posttest consist of?

Each Unit Posttest consist of test items that sample each skill in the unit. The test items in a Unit Posttest parallel the test items of the Pretest for the same unit.

USE THE THREE UNIT POSTTESTS (B-NUM., P.V., M) THAT FOLLOW. EXAMINE THE POSTTEST BOOKLETS TO LEARN ABOUT THE ORGANIZATION OF THE POSTTESTS:

1. The cover identifies the unit posttested in the booklet.
2. The test items are grouped and identified by the skills they test.
3. Each skill in the unit has a box for a score and a percentage.
4. All skills in the unit are tested by the posttest.

SCHOOL CODE

NAME ______________________________

NUMBER ______________ **CLASS** ______________

MATHEMATICS

Post Test

LEVEL B

NUMERATION (01)

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DEVELOPMENTAL EDITION

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B NUMERATION (01) POST-TEST SKILL 1

Directions: Circle the numeral in each box which is named by the word.

one 1 2 3 4	eight 3 4 7 8
ten 6 4 10 9	three 10 5 6 3
two 10 2 5 6	six 2 4 5 6
four 9 6 5 4	zero 0 6 8 10
five 5 7 9 8	seven 8 9 7 0

CIRCLE CORRECT BOX

TL. PTS.	
10	
NO. OF PTS.	%
9	90
8	80
7	70
6	60
5	50
4	40
3	30
2	20
1	10

B NUMERATION (01) POST-TEST SKILL 2

	TL. PTS.	
CIRCLE CORRECT BOX	5	100%
	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20

GO TO YOUR TEACHER.
THIS IS AN ORAL TEST.

Teacher: This is an oral test. Count by 1's from 1 to 100.

Teacher: Point to the listed numerals on the chart and ask the child to "Read these numerals, starting here and ending here."

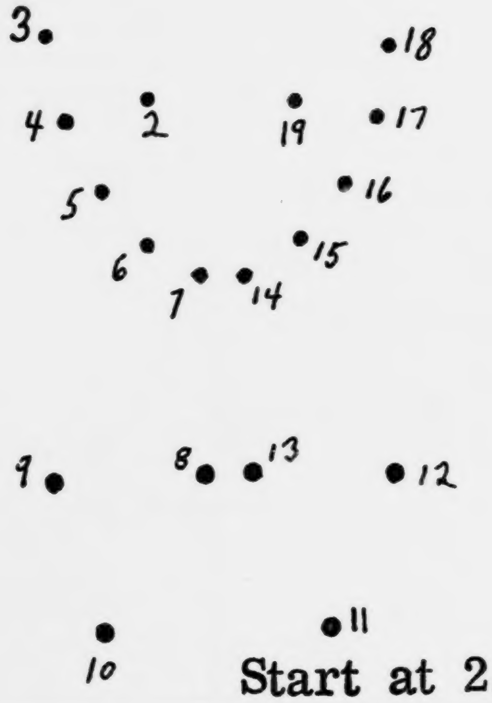
From 8 to 21
From 32 to 48
From 51 to 69
From 73 to 92

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

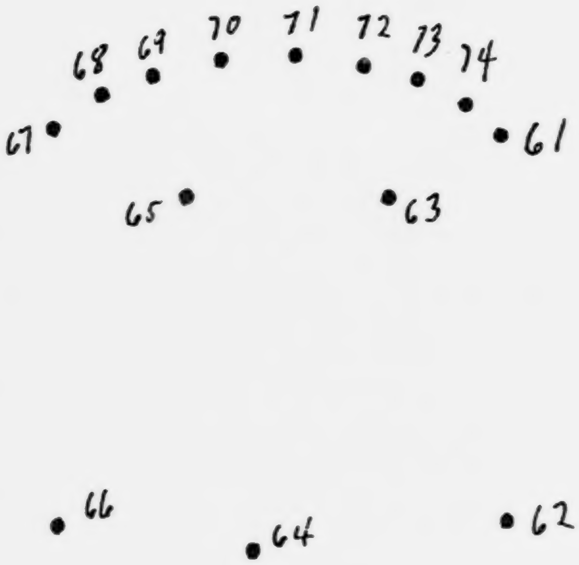
Directions: Connect the dots to make a picture in each box.

CIRCLE CORRECT BOX

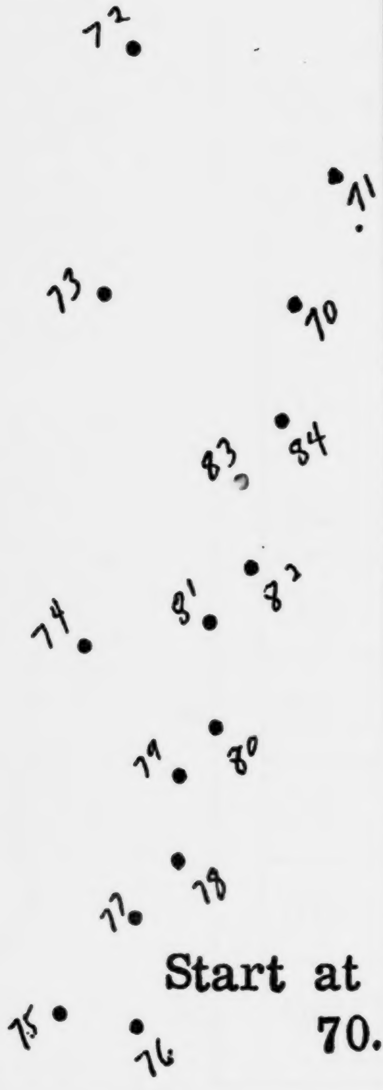
TL. PTS.	
4	100%
NO. OF PTS.	%
3	75
2	50
1	25


3
4
2
19
18
17
5
16
6
15
7
14
9
8
13
12
10
11

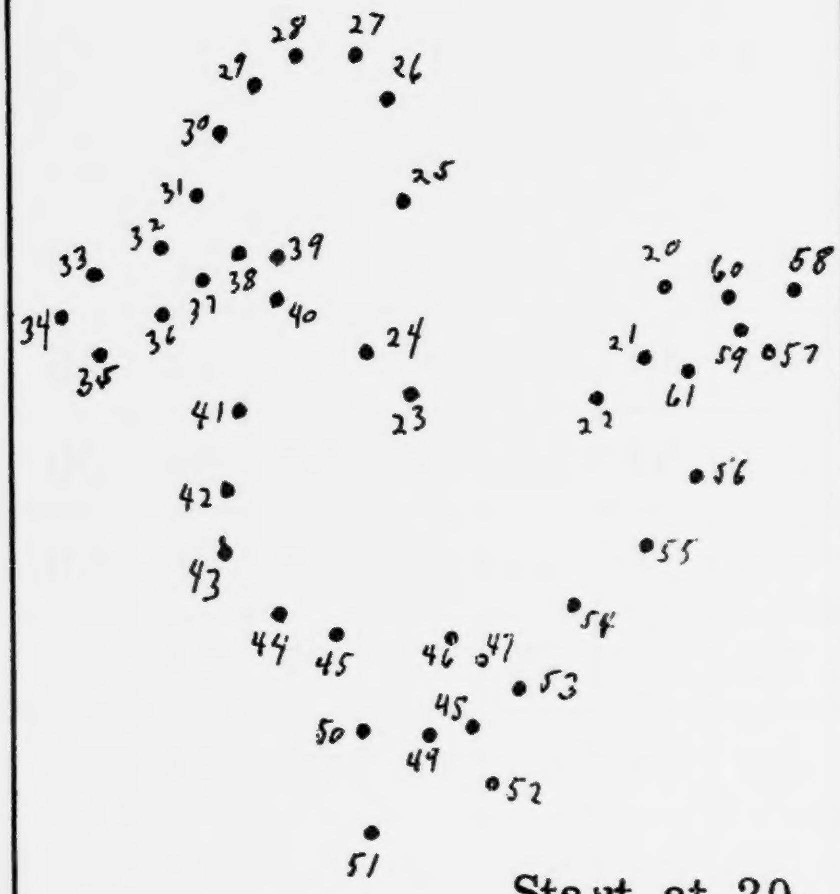
Start at 2.


67
68
69
70
71
72
73
74
61
65
63
66
64
62

Start at 61.


72
71
73
70
83
84
74
81
82
79
80
78
77
75
76

Start at 70.


28
27
29
26
30
31
25
33
32
39
38
34
37
36
40
35
24
41
23
20
60
58
21
59
57
61
22
56
42
55
43
54
44
45
46
47
53
50
45
49
52
51

Start at 20.

CIRCLE CORRECT BOX	TL. PTS.	
	5	100%
	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20

GO TO YOUR TEACHER
THIS IS AN ORAL TEST.

Teacher: Ask the child to count by tens.

From 7 to 57

From 16 to 76

From 23 to 83

From 38 to 88

From 54 to 94.

B NUMERATION (01) POST-TEST SKILL 5

CIRCLE CORRECT BOX

TL. PTS.	
12	
NO. OF PTS.	%
11	92
10	83
9	75
8	67
7	58
6	50
5	42
4	33
3	25
2	17
1	8

Directions: Count from 1 to 100, and write in the numerals.

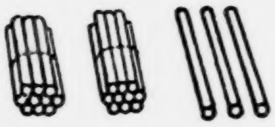
Directions: Count backward. Write the numerals in the blanks.

31 30 ___ ___ ___ ___ 25

93 ___ ___ ___ ___ ___ ___ 86

B NUMERATION (01) POST-TEST SKILL 6

Directions: Write numerals in the blanks to tell how many sticks are in each row. There are 10 sticks in a bundle.



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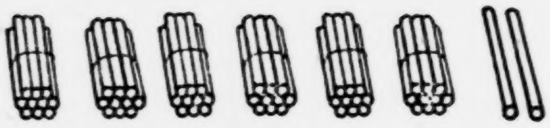

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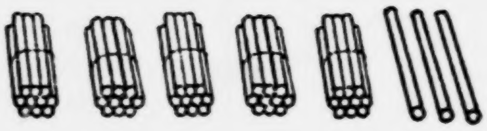

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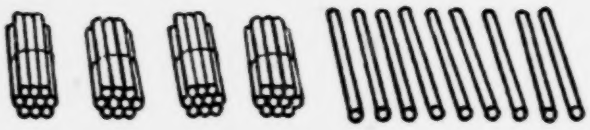

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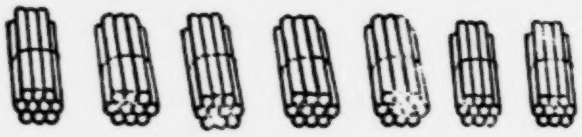

______

CIRCLE CORRECT BOX

TL. PTS.	
5	100%
NO. OF PTS.	%
4	80
3	60
2	40
1	20

B NUMERATION (01) POST-TEST SKILL 7

CIRCLE CORRECT BOX

TL. PTS.	
10	100%
NO. OF PTS.	%
9	90
8	80
7	70
6	60
5	50
4	40
3	30
2	20
1	10

Directions: Write the number that comes just after each number below.

82, ____

57, ____

39, ____

63, ____

95, ____

Directions: Write the number that comes just before each number below.

____ , 22

____ , 46

____ , 74

____ , 19

____ , 93

Directions: Draw a circle around the smallest number in each box.

18 16 19

77 47 57

71 17 11

96 99 69

22 56 29

Directions: Write > or < in each circle to show whether the first number is greater or less than the second number.

39 ○ 44

14 ○ 41

78 ○ 80

49 ○ 47

97 ○ 79

CIRCLE CORRECT BOX

TL PTS.	
10	100%
NO. OF PTS.	%
9	90
8	80
7	70
6	60
5	50
4	40
3	30
2	20
1	10

B NUMERATION (01) POST-TEST SKILL 9

CIRCLE CORRECT BOX

TL. PTS.	
5	100%
NO. OF PTS.	%
4	80
3	60
2	40
1	20

Directions: Count from the arrows and draw a big X on the object named.

sixth star → ✡ ✡ ✡ ✡ ✡ ✡ ✡

second square → □ □ □ □ □ □ □

first dot → • • • • • • •

third circle → ○ ○ ○ ○ ○ ○

fourth triangle → △ △ △ △ △ △

-124-

SCHOOL CODE

NAME ______

NUMBER ______ CLASS ______

ipi

MATHEMATICS

Post Test

LEVEL B

PLACE VALUE (02)

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DEVELOPMENTAL EDITION

B PLACE VALUE (02) POST-TEST SKILL 1

C I R C L E C O R R E C T B O X	TL. PTS.	
	5	100%
	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20

Directions: Answer the questions.

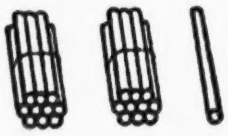
What digit is in the ones place in this numeral? 10

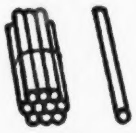
____

What digit is in the tens place in this numeral? 99

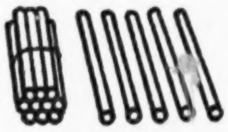
____

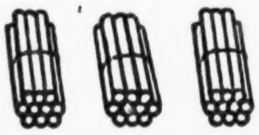
Circle the picture that shows 11 sticks.



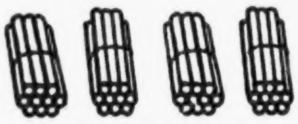


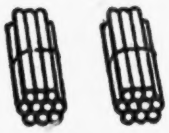
Circle the picture that shows 15 sticks.





Circle the picture that shows 20 sticks.



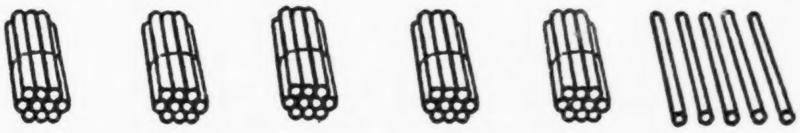


B PLACE VALUE (02) POST-TEST SKILL 2

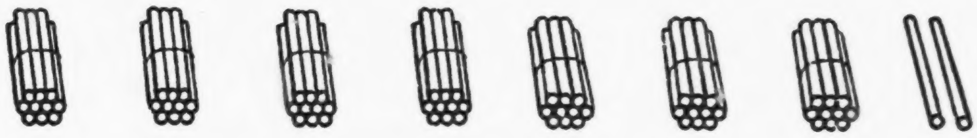
CIRCLE CORRECT BOX

TL. PTS.	
5	100%
NO. OF PTS.	%
4	80
3	60
2	40
1	20

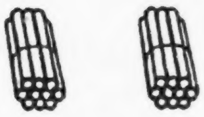
Directions: Write the number of tens and ones shown in each picture.



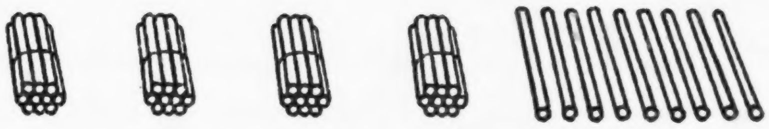
_______ tens and _______ ones



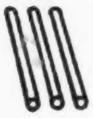
_______ tens and _______ ones



_______ tens and _______ ones



_______ tens and _______ ones



_______ tens and _______ ones

SCHOOL CODE ☐

NAME ______________________________

NUMBER ____________________ CLASS ____________________

MATHEMATICS

Post Test

LEVEL B

MONEY (09)

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DEVELOPMENTAL EDITION

B MONEY (09) POST-TEST

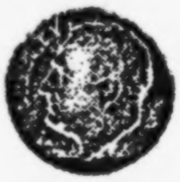
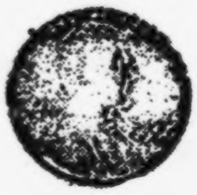
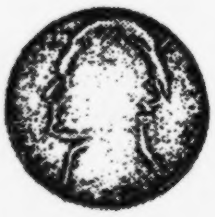
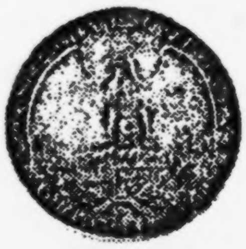
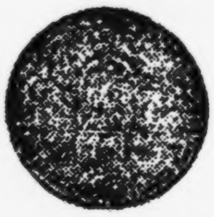
SKILL 1

CIRCLE CORRECT BOX

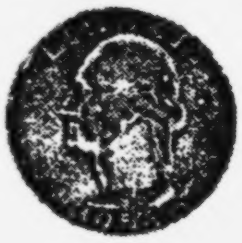
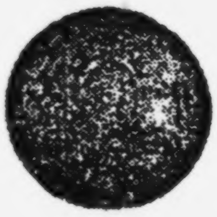
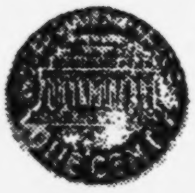
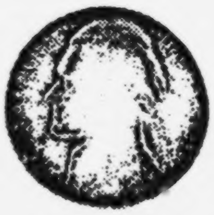
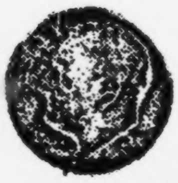
TL. PTS.	
3	100
NO. OF PTS.	%
2	67
1	33

Directions: Draw a big X on the picture in each row that matches the word.

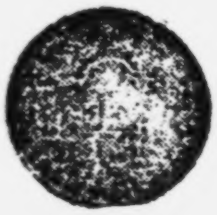
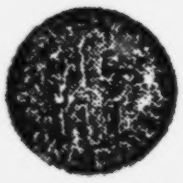
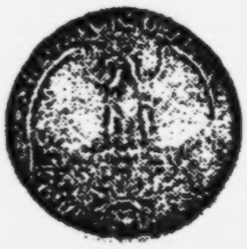
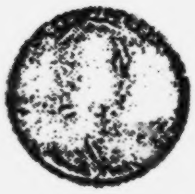
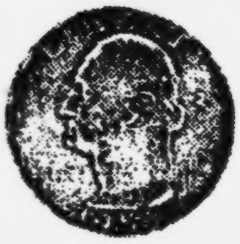
penny

dime

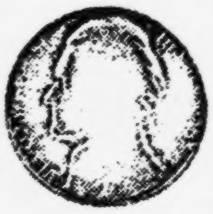
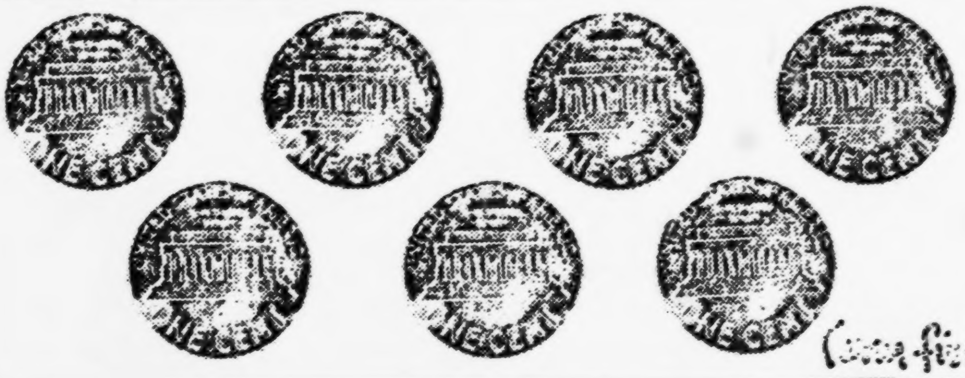
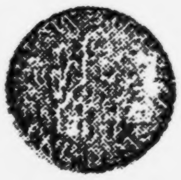
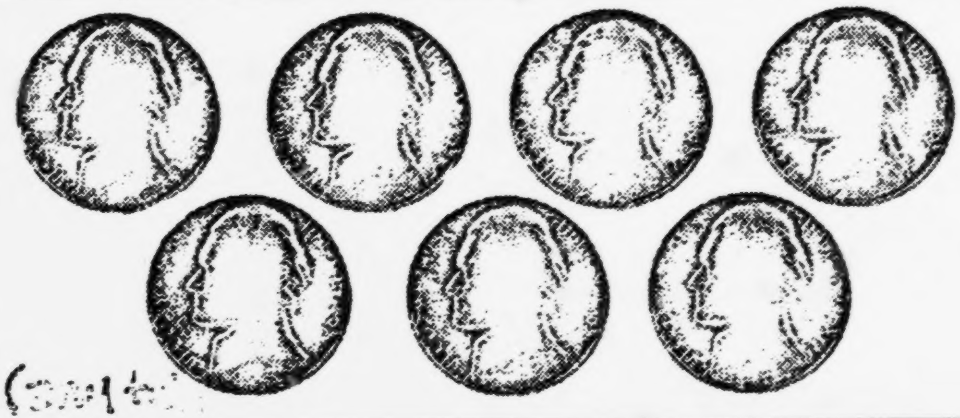
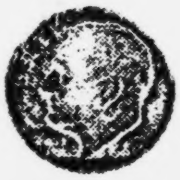
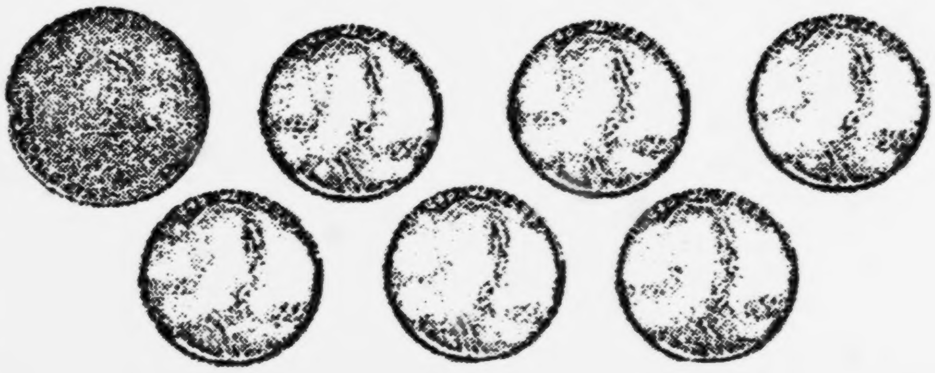
nickel

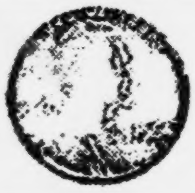
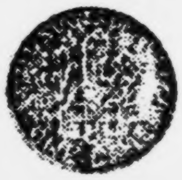
B MONEY (09) POST-TEST SKILL 2

CIRCLE CORRECT BOX	TL. PTS.	
	5	100%
	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20

Directions: Draw a ring around the coins in each row which are equal in value to the first coin in the box.

	 ([illegible])
	 ([illegible])
	

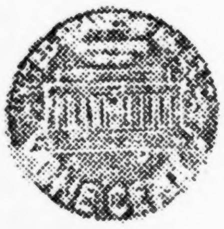
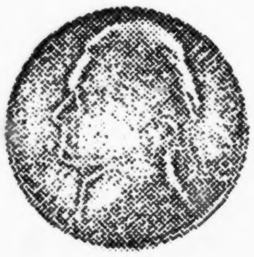
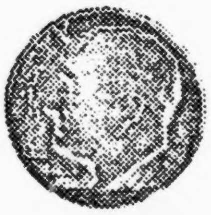
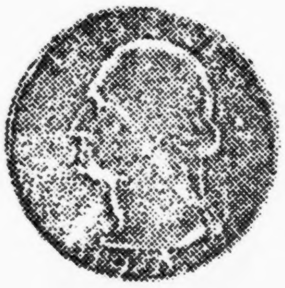
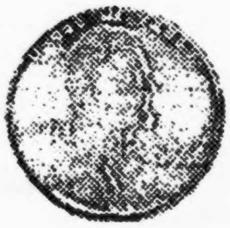
Directions: Circle the value of the coin shown in each row.

	1 cent	10 cents	5 cents
	5 cents	10 cents	1 cent

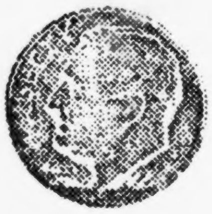
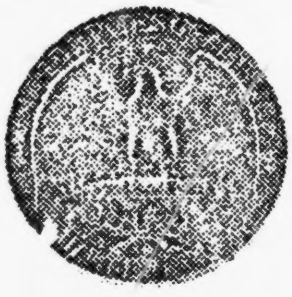
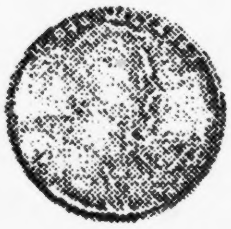
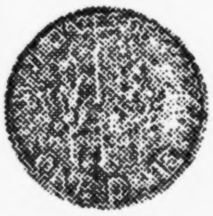
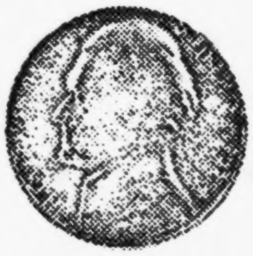
CIRCLE CORRECT BOX	TL. PTS.	
	2	10
	NO. OF PTS.	%
	1	50

Directions: Draw a big X on the coin in each row that matches the word.

quarter

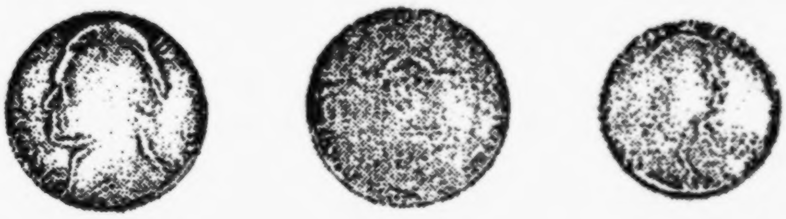






quarter

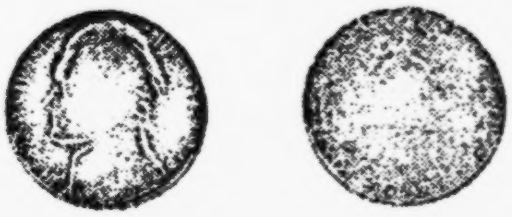






B MONEY (09) POST-TEST SKILL 4

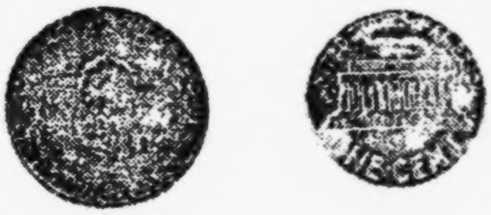
Directions: Write the numeral that shows how much money is in each box.



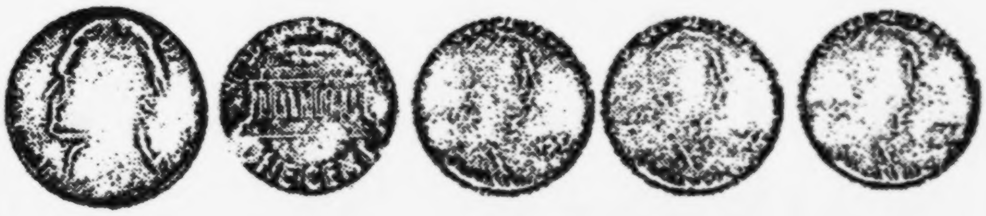
______¢



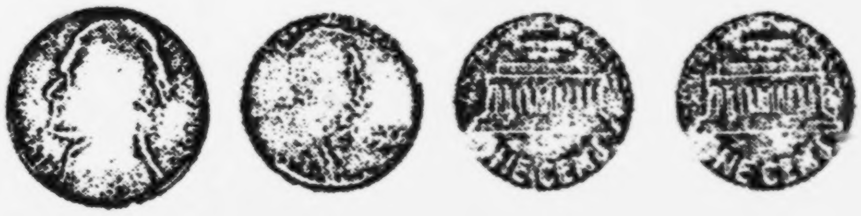
______¢



______¢



______¢



______¢

CIRCLE CORRECT BOX	TL. PTS	
	5	100%
	NO. OF PTS.	%
	4	80
	3	60
	2	40
	1	20

NOW, USE THE THREE UNIT PRETESTS (INCLUDED EARLIER) THAT PARALLEL THE THREE UNIT POSTTESTS. COMPARE THE PRETESTS AND POSTTESTS FOR EACH UNIT TO LEARN ABOUT THEIR SIMILARITIES:

1. The Pretest and Posttest for the same unit test all the skills in the unit.
2. The Pretest and Posttest for the same unit have the same number of test items for each skill.
3. The Pretest and Posttest for the same unit use the same kind of test items for each skill.
4. The only difference between a Pretest and Posttest for same unit exists in the label used to identify them.

Can the Pretest and Posttest of a particular unit be used interchangeably?

The Pretest and Posttest of a particular unit can be used interchangeably since they are constructed in parallel form and test the same skills.

Actually in IPI, Pretests and Posttests are used interchangeably on one occasion. This occurs when a student scores under 85% on a Unit Posttest:

1. The posttest, which was originally administered to determine unit mastery, is examined to diagnose the persistent difficulty the student is having with the unit skill(s). This diagnostic information will help the teacher prescribe additional instruction.

2. Upon completion of this additional instruction, the teacher uses the Unit Pretest as a Unit Posttest to measure unit mastery. This is done to avoid re-administering the same test after a short interval of time.

What are the procedures followed in IPI posttesting?

The teacher decides to posttest the student on an entire unit when there is definite information that the student will most probably perform successfully on the test. This information comes from two sources:

1. Performance in prescribed activities which allow the teacher to observe and measure the change in the behaviors on which the student will be tested.

2. Performance on achievement tests prescribed during instruction which measure separately the mastery of each skill being learned.

When the teacher judges that the student gives indications of successful performance in his prescribed activities, and he has scored over 85% in all the individual skill tests used in ongoing instruction, the appropriate Unit Posttest is given to the student. This Unit Posttest is scored by the aide who also enters the scores and percentages in the Pre and Posttest Scores box on the student's Mathematics Prescription Sheet. When this sheet is returned to the teacher, the pretest and posttest scores appear side by side.

Examine the following Mathematics Prescription Sheet: ——————→

1. Locate the box marked Pre and Posttest Scores on the Prescription Sheet.

2. Read the explanations listed on the Sheet. Note the four extra columns on the right provide space for additional posttest scores and percentages. The scores and percentages resulting from additional posttesting are entered here.

MATHEMATICS PRESCRIPTION SHEET

PAGE: OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME

STUDENT NUMBER U. S. 4 5 6 7

GRADE U. S. 9

ROOM

UNIT U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1														
2														
3														
4														
5														
6														
7														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

IPI Pretests and Posttests are parallel tests.

Each tests the same skills in a unit

Each has the same number of items and points.

Pretest score

Pretest %

Posttest score

Posttest %

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW U. & S. 79

EYPUNCH SAMPLE

L	PRE %	POST. %	TO 78
.31	U. 32-33	U. 34-35	
	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%*	POST	%*	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X			average		average				
X									
X									
X									
X									
X									
X									

* Mastery criterion = 85%

Examine the following Mathematics Prescription Sheets for the students we have followed through placement testing and pretesting. For purposes of explanation, we will suppose that each student has completed the prescription(s) assigned to him and he has been posttested on the unit. The posttest scores are entered alongside the pretest scores.

1. Examine Prescription Sheets 1-5 and read the discussion that follows each to learn how the teacher uses posttest scores to make instructional decisions.

2. Note that Joan Morgan's Prescription Sheet (E-Money) is not included. Her pretest scores indicated mastery of unit and she was moved to the next unmastered unit in the Continuum.

MATHEMATICS PRESCRIPTION SHEET #1

PAGE: ▨ OF

Mastery Pull

SCHOOL STAMP U. S. 2-3

STUDENT NAME Joan Wiley

STUDENT NUMBER

U. S.	4	5	6	7

GRADE 3 U. S. 9

ROOM

UNIT B-P.V. 1,2 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/6	U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		//////

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE //////	MAX. POINTS //////	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT. ////	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	Prescription for Skill 1													
2	is entered here.							Mastery of Skill 1 is tested here.						
3														
4	Prescription for Skill 2													
5	is entered here.							Mastery of Skill 2 is tested here.						
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

KEYPUNCH SAMPLE

LL	PRE %	POST. %	
9-31	U. 32-33	U. 34-35	TO 78
01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X 1	5	3	60	5	100				
X 2	5	2	40	5	100				
X									
X									
X									
X									
X									
X									
X									
X									
X			50						
X									
X									
X									
X									
X									

←——— Prescription Sheet #1: Joan Wiley

B-P.V. Posttest

1. Obtain a copy of B-P.V. Posttest.
   Inspect the items Joan did.

2. The teacher has assigned Joan a learning prescription for Skill 1. The teacher has observed Joan's performance in the prescription and has tested her on Skill 1. Once observation and testing indicate Joan has mastered Skill 1, the teacher repeats the process with Skill 2. At this point, Joan has shown she has mastered all the assigned skills. She is ready for the Unit Posttest.

3. The teacher then prescribes B-P.V. Posttest and administers the test to Joan.

4. The aide scores the test and enters the posttest scores and percentages on the Prescription Sheet. The Sheet is returned to the teacher.

5. Joan has scored over 85% on each skill in the Posttest. Therefore, she is ready to move on to the next unmastered unit. In Joan's case, the teacher will assign B-Frac. Pretest to start her in the next unit found in her Placement Profile. The teacher marks the sheet Mastery Pull to tell the aide to file the sheet.

MATHEMATICS PRESCRIPTION SHEET #2

PAGE: OF

Mastery Pull

SCHOOL STAMP	U. S. 2-3
STUDENT NAME	Joseph Howard
STUDENT NUMBER	U. S. 4 5 6 7
GRADE	4
U. S.	9
ROOM	
UNIT	I-Spec. Top. 1, 2, 3
U. S.	10 11 12

UNIT DATES		
UNIT BEGAN	10/1	U. 13-16
UNIT ENDED	10/11	U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2				
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71			SCORE	% S. 72-73	SCORE	% S. 74-75		S. 76-77	
1	Prescription for Skill 1													
2	is entered here.							Mastery of Skill 1 is tested here						
3														
4	Prescription for Skill 2													
5	is entered here.							Mastery of Skill 2 is tested here.						
6														
7	Prescription for Skill 3													
8	is entered here.							Mastery of Skill 3 is tested here						
9														
10	Direction to take posttest													
11	is entered here.													
12														
13	Additional prescription for													
14	Skill 3, based upon first													
15	posttest scores, is entered													
16	here.							Mastery of Skill 3 is tested here						
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL	PRE %	POST %	
29-31	U. 32 33	U. 34-35	TO 78
X01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
⊗ 1	10	4	40	9	90	10	100		
⊗ 2	5	4	80	5	100	5	100		
⊗ 3	5	2	40	3	60	5	100		
X									
X									
X									
X									
X									
X			53		83		100		
X									
X									
X									
X									
X									
X									
X									
X									
X									

← Prescription Sheet #2: Joseph Howard

D-Spec. Topics

1. Obtain a copy of D-Spec. Topics Posttest.
   Examine the items Joseph did.

2. This Posttest is administered after John has worked through prescriptions for each unmastered skill and has been given a separate mastery test for each.

3. The aide scores the Posttest and enters the scores and percentages on the Prescription Sheet. The Sheet is returned to the teacher.

4. This Posttest indicates to the teacher that John has mastered Skills 1 and 2 (90% and 100%), but that Skill 3 remains unmastered (60%).

5. The teacher analyzes John's errors in the Skill 3 section of the Posttest and prescribes additional work in Skill 3.

6. After John completes the additional prescription and is tested on Skill 3, the teacher posttests him again on the unit. The Unit Pretest is re-administered as the second Posttest, in this case, because of the timing of the tests. (Note the testing dates.)

7. John scores over 85% on all parts of the second Posttest. He is ready to move on to the next unmastered unit. In John's case, this is E-Num.

MATHEMATICS PRESCRIPTION SHEET #3

PAGE: OF

Mastery Pul

SCHOOL STAMP U. S. 2-3

STUDENT NAME John Rocco

STUDENT NUMBER				
U. S.	4	5	6	7

GRADE 2 U. S. 9

ROOM

UNIT B-Frac 1 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/3	U. 13-16
UNIT ENDED	10/6	U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE → PRES. S. 13-16	PRES. → INIT. S. 17-19	SKILL → NO. S. 20-21	↓ PAGE NO. S. 22-57	↓ INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	Prescription for Skill 1													
2	is entered here							Mastery of Skill 1 is tested here						
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW U. & S. 79

UNIT CARD: "U" IN COLUMN 80

KEYPUNCH SAMPLE

ILL	PRE %	POST. %
29-31	U. 32-33	U. 34-35
01	80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
⊗ 1	6	3	50	6	100				
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									

← Prescription Sheet #3: John Rocco

B-Frac.

1. Obtain a copy of B-Frac. Posttest.
   Examine the test items John did.

2. After working on his prescription for Skill 1 (50% on Pretest), John took B-Frac. Posttest and scored 100% on the only skill in the unit.

3. John is assigned the next unmastered unit (B-Money) and he is given the B-Money Pretest.

MATHEMATICS PRESCRIPTION SHEET #4

PAGE: 1 OF 2

SCHOOL STAMP U. S. 2-3

STUDENT NAME Philip Johnson

STUDENT NUMBER U. S. 4 5 6 7

GRADE 3 U. S. 9

ROOM

UNIT D-Dw. 1, 2, 4, 6, 7 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/2	U. 13-16
UNIT ENDED	10/13	U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	Prescription for Skill 1													
2	is entered here.							Mastery of Skill 1 is tested here.						
3														
4	Prescription for Skill 2													
5	is entered here.							Mastery of Skill 2 is tested here.						
6														
7	Prescription for Skill 4													
8	is entered here							Mastery of Skill 4 is tested here.						
9														
10	Prescription for Skill 6													
11	is entered here.							Mastery of Skill 6 is tested here.						
12														
13	Prescription for Skill 7													
14	is entered here.							Mastery of Skill 7 is tested here.						
15														
16	Direction to take posttest													
17.	is entered here.													
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

PUNCH SAMPLE	
PRE % U. 32-33	POST. % U. 34-35
80	95

TO 78

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
⊗ 1	5	4	80	5	100				
⊗ 2	10	7	70	9	90				
X 3	5	5	100	5	100				
⊗ 4	20	8	40	18	90				
X 5	6	6	100	6	100				
⊗ 6	6	4	67	6	100				
⊗ 7	4	1	25	4	100				
X									
X									
X									
X			69		97				
X									
X									
X									
X									

← Prescription Sheet #4: Philip Johnson

D-Div.

1. Obtain a copy of D-Div. Posttest.
   Examine the test items Philip did.

2. After Philip worked on his prescriptions for Skills and was tested for mastery of each separate skill, he was given the D-Div. Posttest. His scores of over 85% indicate mastery of the unit. He is ready to move on to the next unmastered unit. In Philip's case, this is D-COP.

3. Note the pagination box in the upper right-hand corner of the Sheet. This section keeps a record of the number and order of the Prescription Sheets used for one Unit. A prescription for a single skill frequently requires more than two pages as represented in our samples. Therefore, additional Sheets are attached and numbered as space is needed. The pretest and posttest scores, however, are always recorded on the first sheet.

MATHEMATICS PRESCRIPTION SHEET #5

PAGE: OF

Mastery Pul

SCHOOL STAMP U. S. 2-3

STUDENT NAME Kate Brown

STUDENT NUMBER U. S. 4 5 6 7

GRADE 6 U. S. 9

ROOM

UNIT G-COP 1, 4, 5 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/19	U. 13-16
UNIT ENDED	10/31	U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	PART 1 SCORE	PART 1 % S. 72-73	PART 2 SCORE	PART 2 % S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	Prescription for Skill 1													
2	is entered here.							Mastery of Skill 1 is tested here.						
3														
4	Prescription for Skill 4 is entered here							Mastery of Skill 4 is tested here						
5														
6	Prescription for Skill 5 is entered here							Mastery of Skill 5 is tested here						
7														
8	Direction to take posttest entered here.													
9														
10	Additional prescription for Skill 1,													
11	based upon first posttest													
12	scores, is entered here.							Mastery of Skill 1 is tested here						
13														
14	Additional prescription for Skill 2,													
15	based upon first posttest scores,													
16	is entered here.							Mastery of Skill 2 is tested here						
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW

JNCH SAMPLE

PRE % U. 32-33	POST. % U. 34-35	TO 78
80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
⊗ 1	5	0	0	4	80	5	100		
X 2	5	5	100	4	80	5	100		
X 3	6	6	100	6	100	6	100		
⊗ 4	5	3	60	5	100	5	100		
⊗ 5	5	4	80	5	100	5	100		
X									
X									
X									
X			68		92				
X									
X									
X									
X									
X									

←——————Prescription Sheet #5: Kate Brown

G-COP 1, 4, 5

1. Obtain a copy of G-COP Posttest.
   Examine the test items Kate did.

2. Kate worked on her prescriptions for Skills 1, 4 and 5 and was tested separately for mastery of each. She was assigned G-COP Posttests and her scores indicated that she still had not mastered Skill 1, and that she lost mastery of Skill 2.

3. The teacher then repeated the procedure of prescribing and testing Skills 1 and 2. Following this, Kate was posttested a second time (G-COP Pretest was used). This time her scores indicated mastery of G-COP.

4. Note the changes in mastery that occured from the Pretest scores to the first set of Posttest scores:

Skill	Pretest %	First Posttest %	Change
1	0	80	Improved but no mastery
2	100	80	Lost mastery
3	100	100	Maintained mastery
4	60	100	Mastery
5	80	100	Mastery

The teacher prescribed additional work for Skill 1 and determined mastery of Skill 1.

The teacher prescribed work for Skill 2 and determined mastery of Skill 2. After this, the teacher had to decide whether or not to posttest the entire unit a second time.

(In order to make this decision concerning posttesting the entire unit or part of a unit for a second time, IPI teachers examine all the test scores on a unit. If the student has shown a continuous increase in mastery throughout his prescription and his first posttest scores show no regressions, then the teacher may elect to prescribe only the needed portions of the second posttest. If there are fluctuations in mastery of the skills within a unit, the teacher should test the entire unit during the second posttesting.)

In Kate's case, the entire unit is posttested the second time around. Kate's teacher wanted evidence that there were no persistent regressions or fluctuations in mastery of the skills.

5. Let's suppose that Kate's pretest and first posttest scores looked like this:

Skill	Pretest %	First Posttest %	Change
1	0	80	Improved but no mastery
2	100	100	Maintained mastery
3	100	100	Maintained mastery
4	60	100	Mastery
5	80	100	Mastery

The teacher also has noted through observation of Kate's performance in the prescriptions for Skills 1, 4 and 5, and test scores for the separate Skills, that Kate has shown steady growth in mastering these G-COP skills. The Posttest score of 80% for Skill 1 shows great improvement from the 0% Pretest score, but it remains unmastered. An additional prescription of work for Skill 1 is given to Kate who completes it accurately and quickly. For a second posttest, the teacher merely assigns the Skill 1 section of the test, and perhaps assigns the Skill 4 section (60% on Pretest) to double check retention.

Remember, a posttest is an instructional tool for obtaining achievement data about a student. Since posttesting on a unit is repeated to gain additional information for instructional decision-making, use it to answer your questions concerning diagnosis and mastery. Do not overburden the student with unnecessarily repeated posttesting of skills for which he has given clear evidence of mastery.

TEACHING IN IPI

PROCEDURES FOR POSTTESTING

Teacher	Student	Aide
1. Reviews student performance in prescriptions and on the separate skill tests used during instruction.		
a. Predicts high probability of success on Posttest.		
2. Prescribes and administers Unit Posttest.	Takes prescribed Unit Posttest.	
a. Reads directions as needed.	Gives completed Posttest to aide.	Scores Posttest
3. Examines Posttest scores.		Enters scores and percentages in Scores box on Prescription Sheet.
a. Identifies the skill(s) still unmastered and any skill(s) for which mastery has regressed. These skills require additional prescriptions.	Waits for additional prescriptions. Works on additional prescriptions.	
b. Moves student to next unmastered unit when all the scores in the posttested unit are over 85%. Administers Pretest for this Unit.	Takes Unit Pretest for next Unit. Gives completed Pretest to aide.	Scores Pretest. Starts a new Prescription Sheet. Enters scores and percentages on Prescription Sheet.
4. Repeats steps 1-3 until all the scores of the posttested Unit are over 85%.	Repeats corresponding steps.	Repeats corresponding steps.
a. Alternates use of Unit Posttest with Unit Pretest for second posttesting.		

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MATHEMATICS UNIT TEST RECORD

CLASS ____________

ON		Level					Level					Level					Level					Level				
		1-Pre-2	Post				1-Pre-2	Post				1-Pre-2	Post				1-Pre-2	Post				1-Pre-2	Post			
			1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
	Max.Pts.																									
C	Score																									
	Date																									
LUE		Level					Level					Level														
			1	2	3	4		1	2	3	4														3	4
	Max.Pts.																									
E	Score																									
	Date																									
		Level					Level					Level														
			1	2	3	4		1	2	3	4														3	4
	Max.Pts.																									
C	Score																									
	Date																									
ION		Level					Level					Level														
			1	2	3	4		1	2	3	4														3	4
	Max.Pts.																									
D	Score																									
	Date																									
CATION		Level					Level					Level														
			1	2	3	4		1	2	3	4														3	4
	Max.Pts.																									
D	Score																									
	Date																									
		Level					Level					Level					Level					Level				
			1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
	Max.Pts.																									
C	Score																									
	Date																									
ION SSES		Level					Level					Level					Level					Level				
			1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
	Max.Pts.																									
	Score																									
	Date																									

MATHEMATICS UNIT TEST RECORD

The Mathematics Unit Test Record summarizes the student's progress through the Continuum as represented by his pretest and posttest scores. The student's placement profile is the first entry made on this form by the aide. This sheet illustrates the initial entry of a placement profile on a Unit Test Record.

UPDATE AND PLACE IN STUDENT FOLDER.

.CENTURY-CROFTS REC 1-A

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MATHEMATICS UNIT TEST RECORD

NAME ______________________

NUMBER ______________________

CLASS ______________________

FRACTIONS (08)			Level						Level						Level						Level						Level					
			1-Pre-2		Post				1-Pre-2		Post				1-Pre-2		Post				1-Pre-2		Post				1-Pre-2		Post			
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4
		Max.Pts.																														
PLACED AT LEVEL	E	Score																														
		Date																														
MONEY (09)			Level						Level						Level						Level						Level					
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4
		Max.Pts.																														
PLACED AT LEVEL	D	Score																														
		Date																														
TIME (10)			Level						Level						Level						Level						Level					
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4
		Max.Pts.																														
PLACED AT LEVEL	D	Score																														
		Date																														
SYSTEMS OF MEASUREMENT (11)			Level						Level						Level						Level						Level					
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4
		Max.Pts.																														
PLACED AT LEVEL	D	Score																														
		Date																														
GEOMETRY (12)			Level						Level						Level						Level						Level					
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4
		Max.Pts.																														
PLACED AT LEVEL	E	Score																														
		Date																														
SPECIAL TOPICS (13)			Level						Level						Level						Level						Level					
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4
		Max.Pts.																														
PLACED AT LEVEL	E	Score																														
		Date																														
ADDITION AND SUBTRACTION (34)			Level						Level						Level						Level						Level					
					1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4			1	2	3	4
		Max.Pts.																														
PLACED AT LEVEL	C	Score																														
		Date																														

UPDATE AND PLAC STUDENT FOLDER.

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MATHEMATICS UNIT TEST RECORD

NAME ______________________

NUMBER ______________________

CLASS ______________________

NUMERATION (Ø1)			Level 1-Pre-2	Post 1	2	3	4	Level 1-Pre-2	Post 1	2	3	4	Level 1-Pre-2	Post 1	2	3	4	Level 1-Pre-2	Post 1	2	3	4	Level 1-Pre-2	Post 1	2	3	4
		Max. Pts.																									
PLACED AT LEVEL	E	Score																									
		Date																									
PLACE VALUE (Ø2)			Level	1	2	3	4	Level	1	2	3	4	Level	1	2												4
		Max. Pts.																									
PLACED AT LEVEL	D	Score																									
		Date																									
ADDITION (Ø3)			Level	1	2	3	4	Level	1	2	3	4	Level	1	2												4
		Max. Pts.																									
PLACED AT LEVEL	D	Score																									
		Date																									
SUBTRACTION (Ø4)			Level	1	2	3	4	Level	1	2	3	4	Level	1	2												4
		Max. Pts.																									
PLACED AT LEVEL	D	Score																									
		Date																									
MULTIPLICATION (Ø5)			Level	1	2	3	4	Level	1	2	3	4	Level	1	2												4
		Max. Pts.																									
PLACED AT LEVEL	E	Score																									
		Date																									
DIVISION (Ø6)			Level	1	2	3	4	Level	1	2	3	4	Level	1	2												4
		Max. Pts.																									
PLACED AT LEVEL	E	Score																									
		Date																									
COMBINATION OF PROCESSES (Ø7)			Level	1	2	3	4	Level	1	2	3	4	Level	1	2												4
		Max. Pts.																									
PLACED AT LEVEL	C	Score																									
		Date																									

The dates and scores of every pretest and posttest taken by the student are recorded in the appropriately marked columns by the aide.

Max. Pts: The total number of points contained in the entire unit pretest or posttest.

Score: The total number of points the student earns on the entire unit pretest or posttest.

Date: The date test was taken.

There are two columns for pretest scores in case a second unit pretest is administered. This may occur when a student, who has been moved back from a unit to one on a lower level, re-encounters the same unit as he progresses in the Continuum. In this case, the teacher may use the same pretest if enough time has elapsed, or the posttest may be assigned as an alternate form of the pretest.

There are four columns for posttest scores in the event repeated posttesting occurs.

UPDATE AND PLACE IN STUDENT FOLDER.

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MATHEMATICS UNIT TEST RECORD

NAME ____________________

NUMBER ____________________

CLASS ____________________

FRACTIONS (08)			Level	Post				Level	Post				Level	Post				Level	Post				Level	Post			
			1–Pre–2	1	2	3	4	1–Pre–2	1	2	3	4	1–Pre–2	1	2	3	4	1–Pre–2	1	2	3	4	1–Pre–2	1	2	3	4
		Max.Pts.																									
PLACED AT LEVEL	C	Score																									
		Date																									
MONEY (09)			Level					Level					Level					Level					Level				
				1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
		Max.Pts.																									
PLACED AT LEVEL	E	Score																									
		Date																									
TIME (10)			Level					Level					Level					Level					Level				
				1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
		Max.Pts.																									
PLACED AT LEVEL	C	Score																									
		Date																									
SYSTEMS OF MEASUREMENT (11)			Level					Level					Level					Level					Level				
				1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
		Max.Pts.																									
PLACED AT LEVEL	D	Score																									
		Date																									
GEOMETRY (12)			Level					Level					Level					Level					Level				
				1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
		Max.Pts.																									
PLACED AT LEVEL	D	Score																									
		Date																									
SPECIAL TOPICS (13)			Level					Level					Level					Level					Level				
				1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
		Max.Pts.																									
PLACED AT LEVEL	C	Score																									
		Date																									
ADDITION AND SUBTRACTION (34)			Level					Level					Level					Level					Level				
				1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4
		Max.Pts.																									
PLACED AT LEVEL		Score																									
		Date																									

UPDATE AND PLACE TUDENT FOLDER.

POSTTEST: Section III: IPI Pretests and IPI Posttests

The following items constitute a posttest.

The answer key which accompanies the test is correlated to the instructional materials in this section. Based upon the right and wrong responses you have made on the test, the answer key will direct you to those pages on which you should work to achieve 100% mastery.

Use the directions given with the pretest.

Select the best answer:

1. IPI Pretests sample: __________
   - a. Representative skills in a unit.
   - b. Each skill in a unit.
   - c. Representative skills on a level.

2. IPI Pretests are: __________
   - a. Parallel forms of the Placement Tests.
   - b. Parallel forms of the Posttests.
   - c. Parallel forms of CET's.

3. In sequencing units from a student's Placement Profile: __________
   - a. Start sequencing the units found in the lowest level on the Profile.
   - b. Start the sequence with the first Numeration unit that appears on the Profile.
   - c. Automatically start the sequence at C-Num. for third graders.

4. A student pretested in E-Div. (7 skills) #1-78%; #2-100%; #3-60%; #4-90%; #5-100%; #6-40%; #7-80%. He needs prescriptions for: __________
   - a. Skills 1 through 7.
   - b. Skills 1, 3, 6, 7.
   - c. Skills 1, 3, 4, 6, 7.

5. When a Pretest is administered at the beginning of a unit, the teacher: __________
   - a. Administers the entire Unit Pretest.
   - b. Administers only the items that test the skills that will be taught.
   - c. Administers each skill section separately but in the order in which they appear in the booklet.

6. A teacher uses posttest scores to decide to: __________
    - a. Move a student out of a unit.
    - b. Extend a student's prescription.
    - c. Both a and b.

7. Unit Posttests are used primarily to: __________
    - a. Assess mastery of an entire unit.
    - b. Assess mastery of each skill.
    - c. Diagnose learning needs.

8. A teacher has extended a prescription for a student in C-P.V. (5 skills) #1-88%; #2-100%; #3-75%; #4-100%; #5-100%. The extended prescription will be for: __________
    - a. Skill 1 and 3.
    - b. Skill 3.
    - c. None of these.

9. For the second posttesting of the student above (see item 8), the teacher will most probably assign: __________
    - a. Skill 3 section of C-P.V. Posttest.
    - b. Skill 3 section of C-P.V. Pretest.
    - c. Skill 1 and 3 section of C-P.V. Posttest.

10. Posttests whose scores on individual skills are below 85% are used: __________
    - a. To move a student back one level.
    - b. To compute an average score for the unit.
    - c. To diagnose the difficulty the student is having.

ANSWER KEY

POSTTEST: Section III: IPI Pretests and IPI Posttests (pp ~~[illegible])~~ 162-212; 213-254

1. b
2. b
3. a
4. b
5. a
6. c
7. a,b
8. b
9. b
10. c

IPI Curriculum Embedded Tests

IPI CURRICULUM EMBEDDED TESTS

The teacher:

1. Describes IPI Curriculum Embedded Tests in terms of use and organization.
2. Follows the procedures in using Curriculum Embedded Tests:
   a. Prescribing and administering a particular CET to student completing a prescription for a skill.
   b. Selecting and assigning only Part I of CET to assess mastery of a skill as needed.
   c. Scoring and filling in scores and percentages on Mathematics Prescription Sheet.
   d. Using the 85% criterion on CET-Part I to guide decision to assign the next unmastered skill or to extend the prescription.
   e. Using the 85% criterion on CET-Part II to guide selection and assignment of next prescription.
   f. Assigning Unit Posttest when CET-Part I scores for all prescribed skills indicate mastery of the skills.

PRETEST: Section III: Curriculum Embedded Test

The following items constitute a pretest.

The answer key which accompanies the test is correlated to the instructional materials in this section. Based upon the right and wrong responses you have made on the test, the answer key will direct you to those pages on which you should work to achieve 100% mastery.

Directions:

1. Take the pretest.
2. Use the answer key immediately following the pretest to correct your work.
3. Work on the pages to which you are directed by the pretest answer key.
4. Take the posttest.
5. Use the answer key immediately following the posttest to correct your work.
6. Move on to the next pretest if you have scored 100%.
7. Work on the pages to which you are directed by the posttest answer key if you have scored under 100%. Discuss these pages with other teachers working through this section.
8. Use the pretest as a posttest. (Alternate using the two test forms.)
9. Work toward 100% mastery.

Select the best answer:

1. CET's are designed to test mastery of:
    - a. A unit.
    - b. One particular unit skill.
    - c. Two particular unit skills.

2. When a student scores under 85% on Part 1 of a CET, he is:
    - a. Assigned additional work in the skill.
    - b. Retested with the section of the Unit Pretest that measures the skill in Part 1.
    - c. Assigned Part 2 of the CET for the preceding skill.

3. When a student scores over 85% on Part 2 of a CET, the teacher must:
    - a. Assign Part 1 of the next CET.
    - b. Write a short prescription for the skill tested in Part 2.
    - c. Check the scores of the Unit Pretest.

4. The following table represents a student's performance in D-Frac. to date: What is his next prescription?

			CET Percent	
Unit Skill	Pretest Percent	Prescription	Part 1	Part 2
D-Frac.-1	100			
D-Frac.-2	60	Completed	95	95
D-Frac.-3	95			
D-Frac.-4	60			
D-Frac.-5	100			

- a. Part 1 of D-Frac.-4 CET.
- b. Part 2 of D-Frac.-3 CET.
- c. Work in D-Frac.-4.

5. A CET for a particular skill is similar to a Unit Posttest in-so-far as it:
   a. Tests for mastery of one skill and pretests the next skill.
   b. Tests for mastery of one or more skills.
   c. Tests for mastery and can be used for diagnosis. ____________

6. What is the next prescription?

Unit Skill	Pretest Percent	Prescription	CET Percent Part 1	CET Percent Part 2
E-Spec. T.-1	70	Completed	95	100
E-Spec. T.-2	80			
E-Spec. T.-3	60			

   a. Assign E-Spec. T.-2 CET Part 1.
   b. Assign E-Spec. T.-2 CET
   c. Assign work in E-Spec. T.-3. ____________

7. What is the next prescription?

Unit Skill	Pretest Percent	Prescription	CET Percent Part 1	CET Percent Part 2
E-Spec. T.-1	70	Completed	95	50
E-Spec. T.-2	80			
E-Spec. T.-3	60			

   a. Assign E-Spec. T.-2 CET (Part 1).
   b. Assign work in E-Spec. T.-2.
   c. None of these. ____________

8. What is the next prescription?

Unit Skill	Pretest Percent	Prescription	CET Percent Part 1	CET Percent Part 2
C-Sub.-1	60	Completed	95	60
C-Sub.-2	40	Completed	90	83
C-Sub.-3	60			
C-Sub.-4	100			

a. Assign C-Sub.-3 CET.

b. Assign work in C-Sub.-3.

c. None of these. ______________

9. What helped the teacher decide not to prescribe work for Skill 2?

Unit Skill	Pretest Percent	Prescription	CET Percent Part 1	CET Percent Part 2
C-Sub.-1	60	Completed	95	90
C-Sub.-2	60	None prescribed	100	70
C-Sub.-3	80	Completed	95	95
C-Sub.-4	100			

a. C-Sub.-1 CET (Part 2) and Pretest scores.

b. Work in C-Sub.-1 and C-Sub.-1 CET.

c. C-Sub.-1 CET (Part 2) and C-Sub.-2 CET (Part 1). ______________

10. What is the next prescription?

Unit Skill	Pretest Percent	Prescription	CET Percent Part 1	CET Percent Part 2
G-Add.-1	80	Completed	100	95
G-Add.-2	60	None assigned	95	90
G-Add.-3	100			

a. Take Unit Posttest.

b. Take Unit Pretest for next unmastered unit.

c. Take G-Add.-2 CET (Part 2). ______________

ANSWER KEY

PRETEST: Section III: IPI Curriculum Embedded Tests (pp. 266-371

1. b
2. a
3. c
4. a
5. c
6. b
7. b
8. b
9. c
10. a

CURRICULUM EMBEDDED TEST

The Curriculum Embedded Test (CET) is a highly specific test that measures mastery of one particular skill within a unit. It is used during instruction to monitor the student's progress as he moves from mastering one skill to another.

This section will answer the following questions about IPI Curriculum Embedded Tests (CET's):

1. What are CET's?
2. What are CET's used for?
3. How many CET's are there for the IPI Mathematics Continuum?
4. How are the CET's labeled?
5. What does each CET consist of?
6. Where are CET's found?
7. What are the procedures followed in prescribing CET's?

What are CET's?

CET's are achievement tests, each of which measures mastery of a single skill within a unit separately. In addition, each CET has a section which serves as a limited pretest for the next skill in the unit.

What are CET's used for?

CET's are used to measure mastery of each and every unit skill by means of a separate test for each skill. For example, D-Special Topics contains Skills 1, 2 and 3. There is a separate CET for Skill 1, for Skill 2, and for Skill 3. As the student completes the worksheets prescribed for the attainment of the assigned skill, the teacher then prescribes the CET for that skill. The student must score 85% or higher on this CET before he can move on to the next unmastered skill in the unit. CET's might be considered miniature posttests of individual skills, taken as part of the student's prescription for the skill. Determination of mastery of each skill is important. A CET score under 85% tells the teacher that the skill is still unmastered and additional work must be prescribed. A CET score of 85% tells the teacher that the skill has been mastered and the student is ready to move on to the next unmastered skill in the unit or to the Unit Posttest (if this is the last skill he must master.)

While CET's are used to assess mastery, they may also be used to diagnose a student's learning problem in the event the student fails the CET. In this manner, CET's help the teacher to diagnose the student as a learner and to prescribe more effective assignments.

How many CET's are there for the Mathematics Continuum?

There are two parallel forms of CET's for each skill in the Mathematics Continuum except for Level A which has one CET for each of the skills in the three Areas (Num., Add., Frac.)

How are CET's labeled?

CET's are labeled by the unit skill they test.

EXAMPLE: D-Place Value-4, B-Num.-1, G-COP-4.

In addition, each CET is labeled as CET I or CET II to indicate whether it is the first parallel form of the CET or the second.

What does each CET consist of?

Each CET consists of a set of test items that sample the unit skill under consideration. The CET measures the skill just learned through the prescription.

In addition, there is a second section to the CET which serves as a short pretest of the next skill appearing in the unit. The information from this section supplements the unit pretest information.

Where are CET's found?

CET's are found in two places.

CET I and II for a skill are found in the booklet of worksheets for the particular skill. For example, CET I and II for D-Place Value-4 are found in the booklet of worksheets called Standard Teaching Sequence Booklet D-Place Value-4. This is so designed to facilitate administration of the test at specified intervals in the sequence of prescribed worksheets.

There are also pads of the identical CET I's bound together. The CET I may be pulled off and the single sheet presented to the student. This arrangement allows for a great deal of flexibility in using CET's. The teacher may wish to prescribe only the CET for a skill in order to obtain additional test information for instructional decision-making.

The different ways that a teacher uses CET's as a basis for instructional decisions will be discussed in detail in the next section. In the meantime, the following exercise will help you become familiar with the contents and organization of CET's.

EXAMINE THE FIVE STS BOOKLETS FOR D-COP (FIVE UNIT SKILLS) THAT FOLLOW TO CHECK THAT:

1. The cover identifies the Unit Skill taught in the STS Booklet.
2. The back of the booklet identifies the Unit Skill, states the skill objective, as well as indexes the worksheets, CET's and supplementary materials by page. Some exercises have two worksheets and each page is indexed in the left-hand column or under Supplementary Materials.
3. CET I is indexed in the left-hand column. CET II is indexed under Supplementary Material.

4. The inside front cover provides the student with a sample of a completed test item. The remaining pages contain worksheets, CET's and Supplementary Materials.
5. As you examine the pages, compare the directions given to the student to the description of the corresponding exercise indexed on the back cover. Both are behaviorally stated.
6. Both CET's contain a section that tests the skill taught in the booklet. The test items are similar to the worksheet items since they both focus on the same behavior or skill. Both CET's contain a section (below the double line) that is a limited pretest of the next skill in the unit. If the skill being tested is the last skill in the unit, there will be no test below the double line.
7. As you examine each successive STS Booklet for the Unit you have selected, you will notice that the CET tests the skill in its booklet and also pretests the next skill taught in the following STS Booklet. The CET's in the last STS Booklet have no double line and pretest section.

THEN EXAMINE THE CORRESPONDING CET'S FROM THE PADS. THESE HAVE BEEN INSERTED AFTER THE STS BOOKLETS. NOTE THE FOLLOWING:

1. Only CET I's are included since only CET I's are in pad form.
2. The CET I for a particular skill is identical to the CET I in the STS Booklet.

SCHOOL CODE

NAME ____________________

NUMBER ____________________ CLASS ____________________

ipi

MATHEMATICS

Standard Teaching Sequence Booklet

LEVEL D

COMBINATION OF PROCESSES (07)

SKILL 1

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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DEVELOPMENTAL EDITION

TO THE STUDENT

Try to solve these problems.

$$\begin{array}{r} 10 \text{ cups} \\ +\ 15 \text{ cups} \\ \hline \end{array} \qquad \begin{array}{r} 25¢ \\ -\ 10¢ \\ \hline \end{array}$$

5 cups − 3 cups = ____ cups

10 cups + 2 cups = ____ cups = ____ pints

In this booklet you will practice adding and subtracting yards, inches, and units of measurement.

Answers

25 cups
15¢
2 cups
12 cups = 6 pints

Write the answers to these problems.

15
+ 23

295
− 103

1,386
+ 112

96
− 16

46
− 12

187
+ 212

275
+ 414

867
+ 432

1,986
− 384

TOTAL POINTS	NUMBER CORRECT
9	

LEVEL	UNIT	SKILL	PAGE
D	07	1	1

Write the answers to these problems.

175	630	373	166
+ 23	+ 414	+ 104	+ 23
____	____	____	____
462	1,265	487	129
– 241	+ 124	– 336	– 106
____	____	____	____
156	1,975	314	1,360
+ 22	- 132	– 104	+ 630
____	____	____	____

For extra practice, do Pages 9 and 10.

TOTAL POINTS	NUMBER CORRECT
12	

LEVEL	UNIT	SKILL	PAGE
D	07	1	2

Write the answers to these problems. Use the work space.

Work space

36 − 12 = ____

100 + 92 = ____

1427 + 562 = ____

342	412	347	416
+ 104	− 201	− 126	+ 22
____	____	____	____

1746	1300	1186	1376
+ 213	+ 291	− 143	− 205
____	____	____	____

For extra practice, do Pages 11 and 12.

TOTAL POINTS	NUMBER CORRECT
11	

LEVEL	UNIT	SKILL	PAGE
D	07	1	3

Do what each sign tells you.

$$\begin{array}{r} 327 \\ +\ 212 \\ \hline \_\_\_\_ \end{array} \qquad \begin{array}{r} 3 \text{ days} \\ +\ 10 \text{ days} \\ \hline \_\_\_\ \_\_\_\_ \end{array} \qquad \begin{array}{r} 18¢ \\ -\ 6¢ \\ \hline \_\_\_\_ \end{array}$$

$$\begin{array}{r} 67 \text{ inches} \\ -\ 21 \text{ inches} \\ \hline \_\_\_\ \_\_\_\_ \end{array} \qquad \begin{array}{r} 1,410 \\ -\ 200 \\ \hline \_\_\_\_ \end{array} \qquad 37 + 12 = \_\_\_\_$$

16 days − 12 days = ____ days

$$\begin{array}{r} 65 \\ -\ 21 \\ \hline \_\_\_\_ \end{array} \qquad \begin{array}{r} 1,612 \\ -\ 301 \\ \hline \_\_\_\_ \end{array}$$

24 months + 32 months = ____ months

For extra practice, do Page 13.

TOTAL POINTS	NUMBER CORRECT
10	

LEVEL	UNIT	SKILL	PAGE
D	07	1	4

Do what each sign tells you.

10¢
+ 8¢
____

38 feet
+ 61 feet
____

921 days
+ 118 days
____

19 cents − 7 cents = ____ cents

554 miles
+ 244 miles
____

157 hours
− 25 hours
____

1238 inches
− 1127 inches
____

149 weeks − 116 weeks = ____ weeks

36 inches − 16 inches = ____ inches

TOTAL POINTS	NUMBER CORRECT
9	

LEVEL	UNIT	SKILL	PAGE
D	07	1	5

Add or subtract as requested.

20¢
+ 9¢
____

52 feet
+ 25 feet
____

1129 days
− 310 days
____

27 cents − 12 cents = ____ cents

734 miles
+ 164 miles
____

287 hours
− 53 hours
____

1945 inches
− 1324 inches
____

52 weeks − 11 weeks = ____ weeks

TOTAL POINTS	NUMBER CORRECT
8	

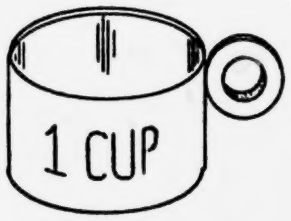
LEVEL	UNIT	SKILL	PAGE
D	07	1	6

Fill in the blank with the correct answer.

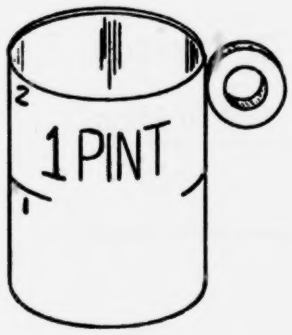
4 cups
+ 4 cups
______ = 4 pints = 2 quarts

1 pint = 2 cups

2 pints = ___ cups

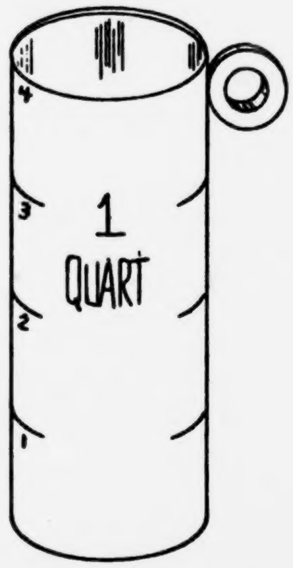


___ cups = 1 quart



___ pints = 1 quart

4 pints = ___ quarts



8 cups = ___ quarts

8 cups = ___ pints

2 cups = ___ pint

For extra practice, do Page 14.

TOTAL POINTS	NUMBER CORRECT
11	

LEVEL	UNIT	SKILL	PAGE
D	07	1	7

CET I

Add or subtract as requested.

CIRCLE CORRECT BOX	TL. PTS.	
	12	100%
	NO. OF PTS.	.%
	11	92
	10	83
	9	75
	8	67
	7	58
	6	50
	5	42
	4	33
	3	25
	2	17
	1	8

$$\begin{array}{r} 9 \\ +\ 2 \\ \hline \\ \underline{\quad\quad} \end{array} \qquad \begin{array}{r} 14 \\ +\ 35 \\ \hline \\ \underline{\quad\quad} \end{array} \qquad \begin{array}{r} 19 \\ -\ 9 \\ \hline \\ \underline{\quad\quad} \end{array} \qquad \begin{array}{r} 54 \\ -\ 12 \\ \hline \\ \underline{\quad\quad} \end{array}$$

25¢ – 10¢ = ____¢

3 feet + 6 feet = ____ feet

5 cups + 1 cup = ____ cups

10 pints – 4 pints = ____ pints

$$\begin{array}{r} 12 \text{ inches} \\ +\ 11 \text{ inches} \\ \hline \end{array} \qquad \begin{array}{r} 14 \\ -\ 8 \\ \hline \end{array} \qquad \begin{array}{r} 15 \text{ minutes} \\ -\ 7 \text{ minutes} \\ \hline \end{array} \qquad \begin{array}{r} 9 \text{ quarts} \\ +\ 3 \text{ quarts} \\ \hline \end{array}$$

Add or subtract as requested.

CIRCLE CORRECT BOX	TL. PTS.	
	6	100%
	NO. OF PTS.	%
	5	83
	4	67
	3	50
	2	33
	1	17

$$\begin{array}{r} 927 \\ -\ 148 \\ \hline \\ \underline{\quad\quad} \end{array} \qquad \begin{array}{r} 23 \\ -\ 15 \\ \hline \\ \underline{\quad\quad} \end{array} \qquad \begin{array}{r} 12 \\ +\ 18 \\ \hline \\ \underline{\quad\quad} \end{array} \qquad \begin{array}{r} 56 \\ +\ 76 \\ \hline \\ \underline{\quad\quad} \end{array}$$

18 inches + 4 inches = ____ inches

48 cents – 29 cents = ____ cents

Write the sums.

25 + 14 ____	33 + 26 ____	47 + 22 ____	191 + 100 ____
111 + 200 ____	225 + 102 ____	217 + 180 ____	442 + 16 ____
308 + 190 ____	485 + 113 ____	806 + 122 ____	1133 + 124 ____
1447 + 322 ____	111 + 1374 ____	1584 + 311 ____	1548 + 341 ____

TOTAL POINTS	NUMBER CORRECT
16	

LEVEL	UNIT	SKILL	PAGE
D	07	1	9

Write the differences.

45
– 15
____

188
– 105
____

196
– 80
____

164
– 23
____

175
– 15
____

165
– 4
____

346
– 122
____

465
– 203
____

460
– 140
____

869
– 158
____

1114
– 100
____

1369
– 65
____

1784
– 142
____

1998
– 18
____

TOTAL POINTS	NUMBER CORRECT
14	

LEVEL	UNIT	SKILL	PAGE
D	07	1	10

Write the answers to these problems in the blanks.

25 + 4 = ____

57 + 22 = ____

47 + 22 = ____

76 + 11 = ____

40 + 93 = ____

350 + 42 = ____

822 + 175 = ____

1,265 + 323 = _____

1,991 + 5 = _____

TOTAL POINTS	NUMBER CORRECT
9	

LEVEL	UNIT	SKILL	PAGE
D	07	1	11

Write the answers to these problems in the blanks.

47 − 13 = ____

62 − 21 = ____

106 − 3 = ____

242 − 120 = ____

579 − 201 = ____

867 − 163 = ____

1,549 − 148 = _____

1,760 − 100 = _____

1,989 − 208 = _____

TOTAL POINTS	NUMBER CORRECT
9	

LEVEL	UNIT	SKILL	PAGE
D	07	1	12

Do what each sign tells you.

Label your answers.

64 inches	50	25 yards	25¢
− 32 inches	− 20	+ 14 yards	+ 13¢
________	___	________	____

427	63 months	46¢	28 weeks
+ 302	− 23 months	+ 13¢	+ 11 weeks
____	________	____	________

61 + 14 = ____

9 weeks + 30 weeks = ____ weeks

17¢ − 6¢ = ____ _

53 − 41 = ____

25 yards + 14 yards = ____ _____

TOTAL POINTS	NUMBER CORRECT
21	

LEVEL	UNIT	SKILL	PAGE
D	07	1	13

Fill in each blank with the correct answer.

2 cups = 1 pint

4 cups = ____ quart

4 cups = ____ pints

1 quart = ____ pints

4 pints = ____ quarts

8 cups = ____ pints

8 cups = ____ pints

1 pint = ____ cups

TOTAL POINTS	NUMBER CORRECT
7	

LEVEL	UNIT	SKILL	PAGE
D	07	1	14

CET II

Add or subtract as requested.

CIRCLE CORRECT BOX

TL. PTS.	
12	100%
NO. OF PTS.	%
11	92
10	83
9	75
8	67
7	58
6	50
5	42
4	33
3	25
2	17
1	8

34	97	25	62
+ 25	− 16	+ 71	− 40
____	____	____	____

6 nickels + 2 nickels = ____ nickels

4 cups − 2 cups = ____ cups

5 minutes + 20 minutes = ____ minutes

4 yards + 8 yards = ____ yards

32 feet	3 cups	37 pennies	24
− 12 feet	+ 1 cup	− 10 pennies	− 17
________	________	____________	____

Add or subtract as requested.

CIRCLE CORRECT BOX

TL. PTS.	
6	100%
NO. OF PTS.	%
5	83
4	67
3	50
2	33
1	17

427	265	942	671
− 391	+ 826	+ 395	− 186
_____	_____	_____	_____

206 pennies + 327 pennies = ____ pennies

60 minutes − 37 minutes = ____ minutes

TOTAL POINTS	NUMBER CORRECT

LEVEL	UNIT	SKILL	PAGE
D	07	1	15

LEVEL D, COMBINATION OF PROCESSES, SKILL 1

OBJECTIVE: Solves addition and subtraction problems written in horizontal or vertical form with no carrying or borrowing. Reviews money, time, and measurement skills from level C. No conversions except number of cups and pints in one quart.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Writes answers to vertical addition and subtraction problems. Answers to 1,600.	
2.	Writes answers to vertical addition and subtraction problems. Answers to 2,000.	9 and 10
3.	Writes answers to horizontal and vertical addition and subtraction problems. Answers to 2,000.	11 and 12
4.	Adds and subtracts numerals to 2,000 in the form of days, years, cents, ¢, inches, months, feet.	13
5.	Adds and subtracts numerals to 2,000 in the form of days, years, cents, ¢, inches, feet, months.	
6.	Adds and subtracts numerals to 2,000 in the form of days, years, cents, ¢, inches, feet, months.	
7.	Fills in blanks with answers to conversion problems of cups, pints and quarts.	14
8.	CET I.	
	CET II.	15

Circle pages that are to be done.

SCHOOL CODE ☐

NAME ______________________________

NUMBER ____________________ CLASS ____________________

MATHEMATICS

Standard Teaching Sequence Booklet

LEVEL D

COMBINATION OF PROCESSES (07)

SKILL 2

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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DEVELOPMENTAL EDITION

TO THE STUDENT

Write the sum in the blank.

$$\begin{array}{r} 396 \text{ inches} \\ +\ 548 \text{ inches} \\ \hline \underline{\quad\quad} \text{ inches} \end{array}$$

You will be doing this type of problem in this booklet.

Answers

$\boxed{\underline{944}\text{ inches}}$

Find the sums and differences.

127 + 246 = 373

746
+ 250
___

312
− 191
___

816 − 209 = ___

596 + 107 = ___

246
− 109
___

114
+ 237
___

315 + 326 = ___

TOTAL POINTS	NUMBER CORRECT
8	

LEVEL	UNIT	SKILL	PAGE
D	07	2	1

Find the sums and differences.

810
− 280
530

467 + 928 = ____

311 − 206 = ____

425
− 334
____

847
+ 192
____

724 − 416 = ____

500 + 500 = ____

906
+ 438
____

TOTAL POINTS	NUMBER CORRECT
8	

LEVEL	UNIT	SKILL	PAGE
D	07	2	2

Find the sums and differences. Label your answers with the correct units of measurement.

25¢ − 18¢ = 7¢

306 feet
+ 274 feet
____ ____

824 days
+ 642 days
____ ____

120 days + 216 days = ____ ____

315 years
− 247 years
____ ____

927 inches
+ 346 inches
____ ____

14¢ + 69¢ = __________

TOTAL POINTS	NUMBER CORRECT
7	

LEVEL	UNIT	SKILL	PAGE
D	07	2	3

Find the sums and differences. Label your answers with the correct units of measurement.

323 yards + 248 yards = ____ ____

425 weeks
− 206 weeks
219 weeks

623 days
+ 994 days
____ ____

342 months + 719 months = ____ ____

918 yards
− 326 yards
____ ____

448 inches
+ 519 inches
____ ____

18¢ + 53¢ = ____

For extra practice, do Page 9.

OTAL INTS	NUM COR
7	

EVEL	UNIT	SKILL	PAGE
	07	2	4

Find the sums and differences. Label your answers with the correct unit of measurement.

825 days − 538 days = 287 days

418 pints
+ 729 pints
____ ____

692 miles
+ 877 miles
____ ____

466 months − 118 months = ____ ____

777 quarts
+ 923 quarts
____ ____

982 cups
− 457 cups
____ ____

For extra practice, do Page 10.

TOTAL POINTS	NUMBER CORRECT
6	

LEVEL	UNIT	SKILL	PAGE
D	07	2	5

There are 2 cups in 1 pint. To find how many pints there are in a group of cups, divide the number of cups by 2.

2 ÷ 2 = 1

2 cups = 1 pint

10 ÷ 2 = 5

10 cups = 5 pints

268 ÷ 2 = 134

268 cups = ____ pints

There are 2 pints in a quart. To find how many quarts there are in a group of pints, divide the number of pints by 2.

336 ÷ 2 = 168

336 pints = ____ quarts

504 ÷ 2 = ____

504 pints = ____ quarts

For extra practice, do Page 11.

TOTAL POINTS	NUMBER CORRECT
5	

LEVEL	UNIT	SKILL	PAGE
D	07	2	6

Solve these problems.

$$\begin{array}{r} 308 \text{ cups} \\ +\ 416 \text{ cups} \\ \hline \end{array}$$

724 cups or ____ pints

$$\begin{array}{r} 289 \text{ pints} \\ +\ 773 \text{ pints} \\ \hline \end{array}$$

_____ pints or ____ quarts

$$\begin{array}{r} 936 \text{ cups} \\ -\ 348 \text{ cups} \\ \hline \end{array}$$

____ cups or ____ pints

For extra practice, do Page 12.

TOTAL POINTS	NUMBER CORRECT
6	

LEVEL	UNIT	SKILL	PAGE
D	07	2	7

300

CET I

Add or subtract as requested.

36 hours
+ 87 hours
____ hours

78 inches
− 49 inches
____ inches

247 days
+ 174 days
____ days

C I R C L E C O R R E C T B O X	TL. PTS.	
	9	100%
	NO. OF PTS.	%
	8	89
	7	78
	6	67
	5	56
	4	44
	3	33
	2	22
	1	11

25¢ − 16¢ = ____¢

61 days + 79 days = ____ days

52 weeks − 17 weeks = ____ weeks

88 feet
− 39 feet
_____ feet

276 yards
+ 97 yards
____ yards

312 days
− 116 days
_____ days

Multiply or divide as requested.

5 inches × 4 = ____ inches

30 feet ÷ 5 = ____ feet

4 yards × 4 = ____ yards

42 feet ÷ 7 = ____ feet

C I R C L E C O R R E C T B O X	TL. PTS.	
	4	100%
	NO. OF PTS.	%
	3	75
	2	50
	1	25

LEVEL	UNIT	SKILL	PAGE
D	07	2	8

Find the sums and differences. Label your answers with the correct unit of measurement.

519 miles
− 487 miles
____ miles

845 days
+ 567 days
____ days

1000 feet + 1,000 feet = 2,000 feet

982 weeks − 416 weeks = ____ ____

605 quarts
− 336 quarts
____ ____

986 yards
+ 747 yards
____ ____

472 inches + 819 inches = ____ ____

TOTAL POINTS	NUMBER CORRECT
7	

LEVEL	UNIT	SKILL	PAGE
D	07	2	9

Find the answers to these problems.

300 inches
− 28 inches
272 inches

43 months
+ 359 months
____ months

37 cups + 89 cups = ____ cups or ____ pints

391 cents
− 112 cents
____ cents

215 minutes − 93 minutes = ____ minutes

922 inches − 180 inches = ____ inches

514 months
+ 1,348 months
_____ months

514 cups ÷ 628 cups = ____ cups or ____ pints

TOTAL POINTS	NUMBER CORRECT
10	

LEVEL	UNIT	SKILL	PAGE
D	07	2	10

Find the sums and differences.

1 pint = 2 cups

1 quart = 2 pints

3 pints + 5 pints = 8 pints or 4 quarts

1 cup + 3 cups = ____ cups or ____ pints

229 quarts − 78 quarts = ____ quarts

8 pints + 20 pints = ____ pints or ____ quarts

121 cups − 39 cups = ____ cups or ____ pints

242 pints + 688 pints = ____ pints or ____ quarts

TOTAL POINTS	NUMBER CORRECT
11	

LEVEL	UNIT	SKILL	PAGE
D	07	2	11

Find the sums and differences.

376 pints
+ 722 pints

_____ pints or 549 quarts

892 cups
− 316 cups

____ cups or ____ pints

529 pints
+ 463 pints

____ pints or ____ quarts

TOTAL POINTS	NUMBER CORRECT
6	

LEVEL	UNIT	SKILL	PAGE
D	07	2	12

CET II

Add or subtract as requested.

17 inches
+ 23 inches
____ inches

13 pints
+ 19 pints
____ pints

36 quarts
− 29 quarts
____ quarts

15¢
+ 17¢
____¢

CIRCLE CORRECT BOX	TL. PTS.	
	9	100%
	NO. OF PTS.	%
	8	89
	7	78
	6	67
	5	56
	4	44
	3	33
	2	22
	1	11

34¢ − 17¢ = ____¢

71¢ − 65¢ = ____¢

532 yards
− 174 yards
____ yards

476 cups
+ 285 cups
____ cups

78 feet − 29 feet = ____ feet

Multiply or divide as requested.

5 × 3 = ____

16 inches ÷ 2 = ____ inches

45 yards ÷ 5 = ____ yards

4 × 8 feet = ____ feet

CIRCLE CORRECT BOX	TL. PTS.	
	4	100%
	NO. OF PTS.	%
	3	75
	2	50
	1	25

OBJECTIVE: Solves addition and subtraction problems written in horizontal or vertical form with borrowing and carrying numbers to 2,000. Reviews money, time, and measurement skills for Level C. No conversions except number of cups and pints in one quart.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Adds and subtracts.	
2.	Adds and subtracts.	
3.	Adds and subtracts units of measurement.	
4.	Adds and subtracts units of measurement.	9
5.	Adds and subtracts units of measurement.	10
6.	Adds and subtracts, with conversion of cups, pints, and quarts.	11
7.	Adds and subtracts, with conversion of cups, pints, and quarts.	12
8.	CET I.	
	CET II.	13

Circle pages that are to be done.

SCHOOL CODE ☐

NAME ______________________________

NUMBER ______________ **CLASS** ______________

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MATHEMATICS

Standard Teaching Sequence Booklet

LEVEL D

COMBINATION OF PROCESSES (07)

SKILL 3

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction of Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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DEVELOPMENTAL EDITION

TO THE STUDENT

Write in your answers to these problems.

28 days = ____ weeks

$$\begin{array}{r} 6 \text{ feet} \\ \underline{\times\ 3} \\ \underline{\quad\quad} \text{ feet} \end{array}$$

$$\begin{array}{r} ¢ \\ 3\,\overline{)\,9¢} \end{array}$$

In this booklet you will practice solving problems like these.

Answers

4	18	3

Solve these problems.

$7 \times 3 =$ ____

$$\begin{array}{r} 8 \\ \underline{\times 4} \end{array}$$

$1\overline{)\,6}$

$9 \div 3 =$ ____

$4 \times 10 =$ ____

$$\begin{array}{r} 10 \\ \underline{\times 4} \end{array}$$

$3\overline{)\,21}$

$9 \times 5 =$ ____

$$\begin{array}{r} 8 \\ \underline{\times 5} \end{array}$$

$2\overline{)\,16}$

$$\begin{array}{r} 7 \\ \underline{\times 4} \end{array}$$

$$\begin{array}{r} 4 \\ \underline{\times 4} \end{array}$$

For extra practice, do page 8 and 9.

TOTAL POINTS	NUMBER CORRECT
12	

LEVEL	UNIT	SKILL	PAGE
D	07	3	1

Solve. Label your answer.

1 quart = 2 pints

3 quarts = ____ pints

6 quarts = ____ ______

6 pints = ____ ______

1 week = 7 days

2 weeks = ____ ______

4 weeks = ____ ______

21 days = ____ ______

1 nickel = ____¢

3 nickels = ____ ___

25¢ = ____ ______

6 nickels = ____ ___

35¢ = ____ ______

TOTAL POINTS	NUMBER CORRECT
13	

LEVEL	UNIT	SKILL	PAGE
D	07	3	2

Solve. Label your answers.

1 dime = 10 ¢

3 dimes = ____ ____

5 dimes = ____ ____

____ ____ = 40¢

____¢ = 2 quarters

25¢ = ____ quarter

8 × 2 = ____

16 ÷ 4 = ____

$7\overline{)35}$

$$\begin{array}{r} 4 \\ \underline{\times 8} \end{array}$$

$9\overline{)36}$

$4\overline{)24\text{ feet}}$

$$\begin{array}{r} 4\text{ minutes} \\ \underline{\times 5\phantom{\text{ minutes}}} \\ \text{\_\_\_\_ \_\_\_\_\_\_} \end{array}$$

18¢ ÷ 3 = ____ ____

For extra practice, do page 10.

TOTAL POINTS	NUMBER CORRECT
14	

LEVEL	UNIT	SKILL	PAGE
D	07	3	3

Solve these problems. Label your answers.

3 yards × 3 = 9 yards

3 inches × 5 = ____ ________

11 feet × 9 = ____ ________

4 inches × 20 = ____ ________

35 yards × 2 = ____ ________

POINTS	CORRECT
5	

LEVEL	UNIT	SKILL	PAGE
D	07	3	4

Solve. Label your answers.

$4\overline{)\,36\text{ pints}}$

$$\begin{array}{r} 2\text{ pints} \\ \underline{\times 4} \\ \_\_\_\;\_\_\_ \end{array}$$

$$\begin{array}{r} 2\text{ feet} \\ \underline{\times 3} \\ \_\_\_\;\_\_\_ \end{array}$$

$6\overline{)\,30¢}$

$4\overline{)\,24\text{ inches}}$

$3\overline{)\,21\text{ hours}}$

TOTAL POINTS	NUMBER CORRECT
6	

LEVEL	UNIT	SKILL	PAGE
D	07	3	5

Solve. Label your answer

5) 50 minutes

1 inch
× 6
____ ____

2) 8 days

4) 20 years

1 inch
× 6
____ ____

6 weeks
× 4
____ ____

2) 2 weeks

6
× 3 feet
____ ____

9 feet
× 2
____ ____

2
× 7 yards
____ ____

For extra practice, do page 11.

TOTAL POINTS	NUMBER CORRECT
10	

LEVEL	UNIT	SKILL	PAGE
D	07	3	6

CET I

Multiply or divide as requested.

CIRCLE CORRECT BOX	TL. PTS.	
	10	100%
	NO. OF PTS.	%
	9	90
	8	80
	7	70
	6	60
	5	50
	4	40
	3	30
	2	20
	1	10

5 feet
×5
____ ____

4 inches
×2
____ ____

3 days
×4
____ ____

40 hours ÷ 4 = ____ hours

12 days ÷ 3 = ____ days

27 yards ÷ 3 = ____ yards

24¢ ÷ 4 = ____¢

9 ÷ 9 = ____

18 weeks ÷ 3 = ____ weeks

7 × 3 = ____

Solve.

Tommy spends 5 hours in school each day. How many hours does he spend there in five days?

______hours

CIRCLE CORRECT BOX	TL. PTS.	
	1	100%
	NO. OF PTS.	%

Find the products.

$6 \times 2 =$ ____

$$\begin{array}{r} 7 \\ \underline{\times 3} \\ \_\_\_ \end{array} \qquad \begin{array}{r} 9 \\ \underline{\times 2} \\ \_\_\_ \end{array} \qquad \begin{array}{r} 5 \\ \underline{\times 1} \\ \_\_\_ \end{array} \qquad \begin{array}{r} 7 \\ \underline{\times 2} \\ \_\_\_ \end{array}$$

$$\begin{array}{r} 5 \\ \underline{\times 7} \\ \_\_\_ \end{array} \qquad \begin{array}{r} 10 \\ \underline{\times 4} \\ \_\_\_ \end{array} \qquad \begin{array}{r} 9 \\ \underline{\times 5} \\ \_\_\_ \end{array}$$

$$\begin{array}{r} 6 \\ \underline{\times 4} \\ \_\_\_ \end{array} \qquad \begin{array}{r} 5 \\ \underline{\times 8} \\ \_\_\_ \end{array}$$

TOTAL POINTS	NUMBER CORRECT
10	

LEVEL	UNIT	SKILL	PAGE
D	07	3	8

Find the quotients.

28 ÷ 4 = ____

27 ÷ 3 = ____

36 ÷ 4 = ____

$6\overline{)30}$

$6\overline{)18}$

$6\overline{)24}$

$9\overline{)36}$

$9\overline{)45}$

$2\overline{)14}$

$3\overline{)21}$

$10\overline{)30}$

TOTAL POINTS	NUMBER CORRECT
11	

LEVEL	UNIT	SKILL	PAGE
D	07	3	9

Solve. Label your answers.

$3\overline{)36\text{ minutes}}$

$10\overline{)50¢}$

$$\begin{array}{r} 3\text{ hours} \\ \underline{\times 2} \\ \rule{1cm}{0.4pt}\ \rule{1.5cm}{0.4pt} \end{array}$$

$$\begin{array}{r} 3¢ \\ \underline{\times 5} \\ \rule{1cm}{0.4pt}\ \rule{0.5cm}{0.4pt} \end{array}$$

$5\overline{)45\text{ hours}}$

$2\overline{)14\text{ inches}}$

$$\begin{array}{r} 9¢ \\ \underline{\times 3} \\ \rule{1cm}{0.4pt}\ \rule{0.5cm}{0.4pt} \end{array}$$

$$\begin{array}{r} 4\text{ inches} \\ \underline{\times 7} \\ \rule{1cm}{0.4pt}\ \rule{1.5cm}{0.4pt} \end{array}$$

12 feet ÷ 4 = ____ ________

TOTAL POINTS	NUMBER CORRECT
9	

Solve. Label your answers.

5 days
× 7

___ ______ or ___ weeks

$7 \overline{)\,21 \text{ yards}}$

8 pints = ____ quarts

1 yard
× 3

____ ______

9
× 3

24 inches ÷ 8 = ____ ______

TOTAL POINTS	NUMBER CORRECT
7	

LEVEL	UNIT	SKILL	PAGE
D	07	3	11

CET II

Multiply or divide as requested.

CIRCLE CORRECT BOX	TL. PTS.	
	10	100%
	NO. OF PTS.	%
	9	90
	8	80
	7	70
	6	60
	5	50
	4	40
	3	30
	2	20
	1	10

24 feet ÷ 4 = ____ feet

14 ÷ 7 = ____

50 ÷ 5 = ____

8 yards × 1 = ____ yards

4 quarts ÷ 2 = ____ quarts

3 cups × 4 = ____ cups

5 yards ÷ 1 = ____ yards

4 inches × 7 = ____ inches

$4\overline{)32}$ $3\overline{)15}$

Solve this problem.

CIRCLE CORRECT BOX	TL. PTS.	
	1	100%
	NO. OF PTS.	%

Kelly had 27¢ and his sister, Kim, had 13¢. They put their money together and bought a kite which cost 25¢. How much did they have left?

____¢

LEVEL	UNIT	SKILL	PAGE
D	07	3	12

OBJECTIVE: Solves multiplication and division problems through 5 × 10 involving all previously learned skills.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Completes multiplication and division facts, involving no units of time, money, or measurement.	8, 9
2.	Converts quarts to pints, weeks to days, cents to nickels, and reverse.	
3.	Converts cents to dimes and reverse. Completes multiplication and division facts, some requiring labelled answers.	10
4.	Solves problems and labels answers in yards, and inches.	
5.	Solves problems and labels answers in hours, cents, inches, pints, feet.	
6.	Solves problems and labels answers in minutes, days, weeks, years, inches, feet, yards.	11
7.	CET I.	
	CET II.	12

Circle pages that are to be done.

SCHOOL CODE ☐

NAME ____________________

NUMBER ____________________ CLASS ____________________

MATHEMATICS

Standard Teaching Sequence Booklet

LEVEL D

COMBINATION OF PROCESSES (07)

SKILL 4

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph L. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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DEVELOPMENTAL EDITION

TO THE STUDENT

Can you solve this problem?

> Paula has 16 cookies and Robin has 20. If they put their cookies together and then give 1/2 of them away, how many will they be giving away? ______________

This booklet will show you how to do problems like this.

Answer

18 cookies

Solve these problems. Label your answers.

Merle bought 7 packs of baseball cards. Each pack has 5 cards. How many baseball cards did Merle buy? ________ cards

A butcher bought 10 sides of beef. He sold 1/5 of them on Monday. How many did he sell? ____________________________

This problem is too advanced for this level.

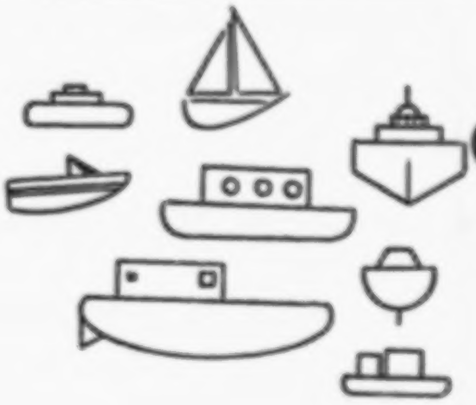
Monica wants to buy a soda for 30¢. She gives the soda jerk two quarters. How much change will she get back? ____________

Freda caught a fish 6 inches long. Ronald caught one that was twice as long. How long was Ronald's fish? ____________________________

TOTAL POINTS	NUMBER CORRECT
4	

LEVEL	UNIT	SKILL	PAGE
D	07	4	1

Solve these problems. Label your answers.



Henrich had 8 boats. He gave away 1/4 of them. Draw a ring around 1/4 of the boats to show how many he gave away.

It takes you 1 hour to get to the beach on the bus. You stay there for 2 hours. You return home on the bus and it takes you another hour. How long will you be away from home? ____________________

Batman found 18 stolen diamonds. Robin found 32. Then the thieves trapped them and stole back 1/2 of the diamonds. How many diamonds did Batman and Robin have left? ____________________

Bus fare is 20¢. If children under 7 can ride for 1/2 fare, what would be the total cost for 3 children, ages 4, 5 and 6 to ride the bus? _______

For extra practice, do Page 8.

TOTAL POINTS	NUMBER CORRECT
4	

LEVEL	UNIT	SKILL	PAGE
D	07	4	2

Solve these problems. Label your answers.

Shirley gets 5¢ every week from her aunt and 5¢ every week from her uncle. How much will she get in 4 weeks? ________

Marge bought 3 boxes of canned cat food. Each box contained 8 cans of food. How many cans did she buy? ________

Christopher had a piece of licorice 21 inches long. He ate 7 inches of it. How much was left? ________

This year at the zoo the giraffes had a baby, the hippopotamus had 2 babies, and the wild cats had two litters of 5. How many animals were born at the zoo this year? ____________________

TOTAL POINTS	NUMBER CORRECT
4	

LEVEL	UNIT	SKILL	PAGE
D	07	4	3

Solve these problems. Label your answers.

It is 40 minutes until dinner time. Juan must clean his room before dinner. If it takes Juan 25 minutes to clean his room, how much time does he have to play outside before dinner? ____________________

On his way home from school Pedro spent 15 minutes walking, 5 minutes climbing a tree, and 10 minutes talking to a friend. How long did it take him to get home from school? ________________________

Norma sleeps 6 hours every night. How much time does she spend sleeping in 5 nights? ______________

At the end of the Summer Festival, a merchant had 40 oranges left. He divided them evenly among his 5 workers. How many oranges did each worker get? __________________

TOTAL POINTS	NUMBER CORRECT
4	

LEVEL	UNIT	SKILL	PAGE
D	07	4	4

Solve these problems. Label your answers.

Alex has a train. The engine is 5 inches long, one car is 4 inches long, two cars are 6 inches long each and the caboose is 5 inches long. How long is the whole train? ______________________________

Cindy has four 3-inch books. Cindy herself is 60 inches tall. If she stacks the books and stands on top of them, how tall will she be? ____________

The price of a candy bar has doubled since 1945. If it cost 4¢ then, how much does it cost now? ________

Craig has 23 marbles in one box, 43 in another, 78 in another. How many marbles does he have altogether? ____________________

For extra practice, do Page 9.

TOTAL POINTS	NUMBER CORRECT
4	

LEVEL	UNIT	SKILL	PAGE
D	07	4	5

Solve these problems. Label your answers.

A plant has 7 pick-up trucks, 3 dump trucks, and 8 cold storage trucks. 1/3 of the trucks are out of order. How many trucks are out of order?

____

A publishing company divides 48 pencils among its 4 writers. If each writer gets the same number of pencils, how many pencils does each one get? ____________________

A warehouse has 436 boxes on the third floor. If 246 boxes are destroyed in a fire, how many boxes are left? ____________________

34 cars are parked in Lot A and 45 are parked in Lot B. If by noon 21 cars have gone, how many are left altogether? ____________________

TOTAL POINTS	NUMBER CORRECT
4	

LEVEL	UNIT	SKILL	PAGE
D	07	4	6

CET I

Solve these problems.

CIRCLE CORRECT BOX	TL PTS	
	3	100
	NO OF PTS	
	2	67
	1	33

Joe spent 7 cents for bubble gum, a nickel for a candy bar and a dime for popcorn. How much money did he spend?

_____________ cents

Mary's allowance is 30 cents a week. She spends 5 cents on candy, 5 cents for gum and she puts 10¢ in the bank. How much does she have left?

_____________ cents

Jill is 42 inches tall. Her big brother Jack is 65 inches tall. How much taller is Jack than Jill?

_____________ inches

Write the correct sign, > or <, in each circle.

9 ÷ 3 ○ 10 ÷ 5

16 feet + 9 feet ○ 26 feet

CIRCLE CORRECT BOX	TL PTS	
	2	100
	NO OF PTS	
	1	50

LEVEL	UNIT	SKILL	PAGE
D	07	4	7

Solve these problems. Label your answers.

Nathan had 34 nails and Barbara had 22. They put them together in a bag and went to the factory. When they got there they discovered that 1/2 of the nails had fallen out. How many were left? ______________

$$\begin{array}{r} 34 \\ +\;22 \\ \hline \end{array} \qquad 56 \times \frac{1}{2} =$$

A store sells 18¢ toys today for 1/2 price. If they sell 6 of these toys, how much money will they make? __________

$$18 \times \frac{1}{2} = \qquad 6 \times 9¢ =$$

Pierre works at the shop for 3¢ a day. At nights he sells papers for 6¢ a night. How much money does he make after 4 days and nights? __________

$$\begin{array}{r} 3 \\ +\;6 \\ \hline \end{array} \qquad 9¢ \times 4 =$$

Mickie has 24 gum drops which she divides evenly among her 6 friends. How many does each friend get? ____________________

$$6\overline{)24}$$

TOTAL POINTS	NUMBER CORRECT
4	

LEVEL	UNIT	SKILL	PAGE
D	07	4	8

Solve these problems. Label your answers.

Carlos needs 25¢ more to buy a kite that costs 89¢ and twine that costs 10¢. How much money does he have right now to buy these items?

____

Henrietta and her friend Susan decided to do volunteer work at the hospital after school. One week Henrietta worked 1 hour on Monday, 2 hours on Wednesday and 1 hour on Friday. That week Susan only worked 1/2 the time Henrietta worked. How many hours did Susan work?

1 + 2 + 1 = 4 ÷ 2 = ________________

Robert has 2 yards of wire to build a pen for his pet rabbit. If he needs a total of 9 feet of wire to complete the pen how many more feet of wire must he buy? ________________

Sonya went to the store and bought 2 gallons of milk and 2 quarts of orange juice. How many quarts of milk and orange juice did she buy altogether? ________________

TOTAL POINTS	NUMBER CORRECT
4	

LEVEL	UNIT	SKILL	PAGE
D	07	4	9

Solve these problems.

Susan has 6 apples. If she saves 1 for herself and 1 for her teacher, how many will she have left to give to her friends?

_______________ apples

CIRCLE CORRECT BOX	TL. PTS	
	3	100
	NO. OF PTS	
	2	67
	1	33

A school bus has seats for 36 children. If a bus makes 3 stops and picks up 5 children at each stop, how many seats are left?

_______________ seats

One day, Jim caught seven fish and John caught five. It takes six fish to make one meal for their family. How many meals can their mother make from the fish they caught?

_______________ meals

CIRCLE CORRECT BOX	TL. PTS.	
	2	100
	NO. OF PTS.	
	1	50

Write the correct sign > or < in each circle.

14 inches − 2 inches ○ 6 inches + 9 inches

12 ÷ 3 ○ 7 − 6

LEVEL	UNIT	SKILL	PAGE
D	07	4	10

LEVEL D, COMBINATION OF PROCESSES, SKILL 4

OBJECTIVE: Solves one- and two-step word problems involving skills from money, time, measurement, and other units learned to this point. Skills involved are up to D—Combination of Processes. Number limits determined by previous objectives.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Solves one-step word problems.	
2.	Solves one- and two-step word problems.	8
3.	Solves one- and two-step word problems.	
4.	Solves one- and two-step word problems.	
5.	Solves one- and two-step word problems.	9
6.	Solves one- and two-step word problems.	
7.	CET I.	
	CET II.	10

Circle pages that are to be done.

SCHOOL CODE ☐

NAME ____________________

NUMBER ____________________ **CLASS** ____________________

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MATHEMATICS

Standard Teaching Sequence Booklet

LEVEL D

COMBINATION OF PROCESSES (07)

SKILL 5

Based upon materials developed by The Mathematics Curriculum Staff, Learning Research and Development Center, University of Pittsburgh; Joseph I. Lipson, Ph.D., Director; Edith Kohut; Barbara Thomas.

Written by the staff of Appleton-Century-Crofts under the direction
Jerome D. Kaplan, Ed.D., Teachers College, Columbia University

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DEVELOPMENTAL EDITION

TO THE STUDENT

Can you do this?

Write =, >, or < in the circle.

3×5 ○ $2\overline{)20}$

You will be doing this type of problem in this booklet.

Answer

⧁

Circle the number in each box that is greater.

500 [✓ 600]

155 5

806 1,000

620 600

265 270

550 450

9 13

720 740

875 880

998 909

TOTAL POINTS	NUMBER CORRECT
10	

LEVEL	UNIT	SKILL	PAGE
D	07	5	1

Circle the number in each box that is smaller.

[✓ 89] 99

591 587

900 1,025

300 306

750 760

300 400

77 177

800 900

529 429

780 880

TOTAL POINTS	NUMBER CORRECT
10	

LEVEL	UNIT	SKILL	PAGE
D	07	5	2

Write the word "greater" or "smaller" in the blanks.

Put the correct sign, > or < in each circle.

Remember:

> means greater than.

< means smaller than.

89 is greater than 76.

89 (>) 76

360 is ______ than 390.

360 ○ 390

1,005 is ______ than 989.

1,005 ○ 989

775 is ______ than 725.

775 ○ 725

856 is ______ than 852.

856 ○ 852.

TOTAL POINTS	NUMBER CORRECT
9	

LEVEL	UNIT	SKILL	PAGE
D	07	5	3

Write the word "greater" or "smaller" in the blanks.

Put the correct sign > or < in each circle.

471 is ______ than 478.

471 (<) 478

601 is ______ than 599.

601 ○ 599

104 is ______ than 103.

104 ○ 103

989 is ______ than 990.

989 ○ 990.

706 is ______ than 707.

706 ○ 707

TOTAL POINTS	NUMBER CORRECT
10	

LEVEL	UNIT	SKILL	PAGE
D	07	5	4

Write the correct sign, >, <, or = in each circle.

Remember, = means equals.

123 < 130　　470 ○ 411　　234 ○ 234

324 ○ 329　　639 ○ 539

479 ○ 500

853 ○ 783　　901 ○ 990

363 ○ 336　　200 ○ 200　　112 ○ 121

TOTAL POINTS	NUMBER CORRECT
11	

LEVEL	UNIT	SKILL	PAGE
D	07	5	5

Write the correct sign, >, <, or = in each circle.

300 < 310

560 ○ 506

454 ○ 445

982 ○ 982

201 ○ 210

726 ○ 762

98 ○ 89

674 ○ 674

853 ○ 835

517 ○ 571

TOTAL POINTS	NUMBER CORRECT
10	

LEVEL	UNIT	SKILL	PAGE
D	07	5	6

Write the correct sign, = or ≠ (not equal) in each circle.

102 (≠) 120

350 ○ 350

312 ○ 475

140 + 120 ○ 160 + 110

14¢ + 8¢ ○ 16¢

1 nickel ○ 4 pennies

150 + 30 ○ 200 − 20

390 − 60 ○ 330 − 10

For extra practice, do Page 12.

NUMBER CORRECT

Write the correct sign, = or ≠ in each circle.

3 × 5 ○ 25 − 10

21 ÷ 7 ○ 6 − 2

$5\overline{)20}$ ≠ 2 + 8

5 × 10 ○ 50 ÷ 5

$3\overline{)18}$ ○ 3 + 3

4 × 1 ○ 42 − 38

10 × 2 ○ 40 ÷ 2

3 × 4 ○ 24 − 10

For extra practice, do Page 13.

TOTAL POINTS	NUMBER CORRECT
8	

LEVEL	UNIT	SKILL	PAGE
D	07	5	8

Write the correct sign >, <, or = in each circle.

32 ÷ 4 (>) 3 + 2

27 ÷ 3 ○ 17 − 6   18 ÷ 2 ○ 3 + (2 + 1)

5 × 9 ○ 20 + 10

16 ÷ 4 ○ 4 × 1   25 ÷ 5 ○ $5\overline{)25}$

0 ÷ 5 ○ 5 × 1

8 ÷ 8 ○ 0 × 1 $3\overline{)27}$ ○ 4 + (3 + 2)

For extra practice, do Page 14.

TOTAL POINTS	NUMBER CORRECT
9	

LEVEL	UNIT	SKILL	PAGE
D	07	5	9

Write the correct sign >, <, or = in each circle.

1 nickel + 10 pennies = 5 pennies + 1 dime

1 nickel + 2 pennies ○ 8 pennies

1 dime ○ 10 pennies

1 nickel + 6 pennies ○ 1 dime

12 inches ○ 1 foot

16 inches ○ 1 foot + 3 inches

$1\frac{1}{2}$ feet ○ 20 inches

2 feet ○ 1 yard

TOTAL POINTS	NUMBER CORRECT
8	

LEVEL	UNIT	SKILL	PAGE
D	07	5	10

CET I

Put >, <, or = in the circle to make an equation.

CIRCLE CORRECT BOX	TL. PTS.	
	14	100%
	NO. OF PTS.	%
	13	93
	12	86
	11	79
	10	71
	9	64
	8	57
	7	50
	6	43
	5	36
	4	29
	3	21
	2	14
	1	7

36 ÷ 4 ○ 24 ÷ 3　　3 × 2 ○ 3 + 2

10 − 7 ○ 0 × 3　　38 − 24 ○ 6 + 8

7 × 4 ○ 14 + 14　　3 × 3 ○ 20 ÷ 2

16 ÷ 4 ○ 15 − 9　　42 − 35 ○ 42 ÷ 6

10 cups − 7 cups ○ 12 cups ÷ 3

4 quarts + 1 quart ○ 5 quarts × 1

3 feet × 4 ○ 6 feet + 6 feet

72 inches − 28 inches ○ 15 inches + 29 inches

21 days ÷ 3 ○ 14 days − 5 days

25¢ ÷ 5 ○ 3¢ × 2

LEVEL	UNIT	SKILL	PAGE
D	07	5	11

Write = or ≠ in each circle.

35 − 25 ≠ 13 − 2

53 − 20 ○ 39 − 26

85 + 2 ○ 81 + 7

43 + 18 ○ 35 + 26

99 − 56 ○ 85 − 42

85 − 22 ○ 32 + 33

TOTAL POINTS	NUMBER CORRECT
6	

LEVEL	UNIT	SKILL	PAGE
D	07	5	12

Write the correct sign, = or ≠ in each circle.

$3 \times 4 = ?$ $15 - 5 = ?$

3×4 ≠ $15 - 5$

$7 + (3 + 4)$ ○ 2×8

$4 \times 6 = ?$ $12 + 12 = ?$

4×6 ○ $12 + 12$

5×4 ○ $4 + 5$

3×2 ○ $2\overline{)18}$

5×5 ○ $18 + 7$

1×1 ○ $0 \div 1$

$2\overline{)18}$ ○ $18 \div 2$

$35 \div 5$ ○ 7×1

$5 + (5 + 5)$ ○ $5 + (2 \times 3)$

TOTAL POINTS	NUMBER CORRECT
10	

LEVEL	UNIT	SKILL	PAGE
D	07	5	13

Write the correct sign, >, <, or = in each circle.

0 × 5 (<) 5 × 1

3 × 3 ○ 9 ÷ 3

14 − 9 ○ 5 ÷ 1

12 ÷ 3 ○ 8 ÷ 2

5 × 2 ○ 2 × 5

15 − 7 ○ 3 × 3

11 − 7 ○ 2 × 2

3 × 6 ○ 1 × 9

4 × 10 ○ $10\overline{)40}$

TOTAL POINTS	NUMBER CORRECT
	9

LEVEL	UNIT	SKILL	PAGE
D	07	5	14

CET II

Put >, <,or = in each circle.

CIRCLE CORRECT BOX	TL. PTS.	
	14	100%
	NO. OF PTS.	%
	13	93
	12	86
	11	79
	10	71
	9	64
	8	57
	7	50
	6	43
	5	36
	4	29
	3	21
	2	14
	1	7

33 inches + 2 inches ○ 5 inches + 50 inches

3 × 4 days ○ 3 days + 3 days + 3 days

27 yards ÷ 3 ○ 17 yards − 8 yards

4¢ × 4 ○ 4¢ ÷ 4

16 hours ÷ 4 ○ 20 hours ÷ 5

32 feet − 28 feet ○ 21 feet ÷ 3

6 inches × 11 inches ○ 20 inches − 5 inches

Put = or ≠ in the circle:

$\frac{1}{2}$ ○ $\frac{1}{4}$

8 × 2 ○ 4 × 4

55¢ + 5¢ ○ 99¢ − 39¢

45 ÷ 5 ○ 3 × 4

11 ÷ 1 ○ 20 ÷ 2

22 + 32 ○ 40 + 10

18 + 2 ○ 30 − 10

LEVEL D, COMBINATION OF PROCESSES, SKILL 5

OBJECTIVE: Supplies the missing sign >, < , =, or ≠ with addition, subtraction, multiplication, and division expressions. Skills involved are up to D-COP. Number limits determined by previous objectives.

STANDARD TEACHING SEQUENCE

Page		Supplementary Material
1.	Circles the numeral for the greater of two numbers.	
2.	Circles the numeral for the lesser of two numbers.	
3.	Writes "greater" or "smaller" and ">" or "<" to make true statements.	
4.	Writes "greater" or "smaller" and ">" or "<" to make true statements.	
5.	Writes >, <, or = to make true number statements.	
6.	Writes >, <, or = to make true number statements.	
7.	Writes = or ≠ (includes comparing nickels, pennies, and sums).	12
8.	Writes = or ≠ (includes comparing sums, products, etc.)	13
9.	Writes >, <, or =.	14
10.	Writes >, <, or = for units of measurement or money.	
11.	CET I.	
	CET II.	15

Circle pages that are to be done.

CET I

Add or subtract as requested.

9	14	19	54
+ 2	+ 35	− 9	− 12
____	____	____	____

CIRCLE CORRECT BOX	TL. PTS.	
	12	100%
	NO. OF PTS.	%
	11	92
	10	83
	9	75
	8	67
	7	58
	6	50
	5	42
	4	33
	3	25
	2	17
	1	8

25¢ − 10¢ = ____¢

3 feet + 6 feet = ____ feet

5 cups + 1 cup = ____ cups

10 pints − 4 pints = ____ pints

12 inches	14	15 minutes	9 quarts
+ 11 inches	− 8	− 7 minutes	+ 3 quarts

Add or subtract as requested.

927	23	12	56
− 148	− 15	+ 18	+ 76
____	____	____	____

18 inches + 4 inches = ____ inches

48 cents − 29 cents = ____ cents

CIRCLE CORRECT BOX	TL. PTS.	
	6	100%
	NO. OF PTS.	%
	5	83
	4	67
	3	50
	2	33
	1	17

CET I

CIRCLE CORRECT BOX	TL. PTS.	
	9	100%
	NO. OF PTS.	%
	8	89
	7	78
	6	67
	5	56
	4	44
	3	33
	2	22
	1	11

Add or subtract as requested.

36 hours
+ 87 hours
____ hours

78 inches
− 49 inches
____ inches

247 days
+ 174 days
____ days

25¢ − 16¢ = ____¢

61 days + 79 days = ____ days

52 weeks − 17 weeks = ____ weeks

88 feet
− 39 feet
____ feet

276 yards
+ 97 yards
____ yards

312 days
− 116 days
____ days

Multiply or divide as requested.

5 inches × 4 = ____ inches

30 feet ÷ 5 = ____ feet

4 yards × 4 = ____ yards

42 feet ÷ 7 = ____ feet

CIRCLE CORRECT BOX	TL. PTS.	
	4	100%
	NO. OF PTS.	%
	3	75
	2	50
	1	25

SET I

Multiply or divide as requested.

CIRCLE CORRECT BOX	TL. PTS.	
	10	100%
	NO. OF PTS.	%
	9	90
	8	80
	7	70
	6	60
	5	50
	4	40
	3	30
	2	20
	1	10

5 feet
× 5
____ ____

4 inches
× 2
____ ____

3 days
× 4
____ ____

40 hours ÷ 4 = ____ hours

12 days ÷ 3 = ____ days

27 yards ÷ 3 = ____ yards

24¢ ÷ 4 = ____¢

9 ÷ 9 = ____

18 weeks ÷ 3 = ____ weeks

7 × 3 = ____

Solve.

Tommy spends 5 hours in school each day. How many hours does he spend there in five days?

______hours

CIRCLE CORRECT BOX	TL. PTS.	
	1	100%
	NO. OF PTS.	%

LEVEL	UNIT	SKILL	PAGE
D	07	3	7

CET I

Solve these problems.

CIRCLE CORRECT BOX	TL. PTS	
	3	100
	NO. OF PTS.	
	2	67
	1	33

Joe spent 7 cents for bubble gum, a nickel for a candy bar and a dime for popcorn. How much money did he spend?

______ cents

Mary's allowance is 30 cents a week. She spends 5 cents on candy, 5 cents for gum and she puts 10¢ in the bank. How much does she have left?

______ cents

Jill is 42 inches tall. Her big brother Jack is 65 inches tall. How much taller is Jack than Jill?

______ inches

CIRCLE CORR	TL. PTS.	
	2	100
	NO. OF PTS.	
	1	50

Write the correct sign, > or <, in each circle.

[illegible] ÷ 3 ○ 10 ÷ 5

16 feet + 9 feet ○ 26 feet

		SKILL	[illegible]
[illegible]	[illegible]	4	7

CET I

Put >, <, or = in the circle to make an equation.

CIRCLE CORRECT BOX	TL. PTS.	
	14	100%
	NO. OF PTS.	%
	13	93
	12	86
	11	79
	10	71
	9	64
	8	57
	7	50
	6	43
	5	36
	4	29
	3	21
	2	14
	1	7

36 ÷ 4 ○ 24 ÷ 3

10 − 7 ○ 0 × 3

7 × 4 ○ 14 + 14

16 ÷ 4 ○ 15 − 9

3 × 2 ○ 3 + 2

38 − 24 ○ 6 + 8

3 × 3 ○ 20 ÷ 2

42 − 35 ○ 42 ÷ 6

10 cups − 7 cups ○ 12 cups ÷ 3

4 quarts + 1 quart ○ 5 quarts × 1

3 feet × 4 ○ 6 feet + 6 feet

72 inches − 28 inches ○ 15 inches + 29 inches

21 days ÷ 3 ○ 14 days − 5 days

25¢ ÷ 5 ○ 3¢ × 2

What are the procedures followed in prescribing CET's?

The teacher decides to prescribe a CET on a skill when there is definite information that the student will most probably perform successfully on the CET. This information comes from three sources:

1. *Measured performance on the prescribed worksheets*. Since each completed worksheet is scored by the aide and the scores are entered alongside the prescription, the teacher can follow the student's progress (or lack of progress) closely.
2. *Observation of the student's behavior* as he works out solutions to problems, handles materials, manipulative devices and equipment related to the skill, and as he responds to discussions and questions about the skill. When these observations are kept closely related to the prescribed skill, the teacher finds that there are many other invaluable ways for assessing student progress besides pencil and paper performance.
3. *Pretest half of the preceding CET*. Since the preceding CET includes a limited pretest of the skill, mastery of near mastery of this section tells the teacher to send the student directly to the skill's own CET.

   For example, a student takes C-Num.-1 CET and scores 95% on the C-Num.-1 section and 80% on the limited pretest section for C-Num.-2. The teacher thinks the student may have mastered C-Num.-2 while learning C-Num.-1. To substantiate this judgement and forestall prescribing unnecessary work, the student is given a test sheet from the CET pad for C-Num.-2. A score of 85% or over on the C-Num.-2 CET indicates mastery of the skill. Therefore, no Skill 2 prescription is needed at all. Another situation that could occur is suggested by the following pretest scores:

D-Num.-1	100%
D-Num.-2	60%
D-Num.-3	95%
D-Num.-4	60%
D-Num.-5	100%

Assume that the pupil has completed working in Skill 2 and has successfully mastered the CET for that skill. In order to give him the opportunity to pretest out of Skill 4, he should be given the bottom part of the CET for Skill 3 (which tests Skill 4.) If he does poorly on the test he should be assigned work in D-Num.-4. If he does well in this pretest he should be assigned D-Num.-4 as an additional check on this mastery.

When the teacher has decided to prescribe the CET for a particular skill, the date of prescription, the teacher's initials, the abbreviation CET and its page number are entered by the teacher on the student's Prescription Sheet. After the student is given the CET, the aide scores the test and enters the scores and percentages for both halves of the CET on the Prescription Sheet.

Examine the following Mathematics Prescription Sheets A, B and C:

1. Mathematics Prescription Sheet A indicates the entries used for prescription writing. The CET is prescribed and entered in this section.

2. Mathematics Prescription Sheet B describes the section used to enter the results of the CET. Note that the student may act as the scorer of his own test. Many IPI teachers, as they work towards developing self-initiation and self-direction in their students, encourage this type of activity for the students. In fact, as the student grows in these areas, a number of IPI teachers have guided the students into self-prescription writing.

3. Mathematics Prescription Sheet C is a sample sheet with all the information, up to and including Posttest results, filled in. Use Audio-tape #3 for a discussion of this sheet. Be ready to jot down any comments or questions that occur to you as you listen to the tape. Use these notations in discussion with the instructor or in group discussions.

Audio-tape #3: Claire Moshy, Steps in Planning and Conducting a Program of Individually Prescribed Instruction for Phyllis Carey, Research for Better Schools, Inc. (Philadelphia, Pa.) 1967.

MATHEMATICS PRESCRIPTION SHEET n

PAGE: 1 OF

SCHOOL STAMP U. S. 2-3

STUDENT NAME

STUDENT NUMBER U. S. 4 5 6 7

GRADE U. S. 9

ROOM

UNIT U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	SCORE	%	SCORE	%	SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	S. [illegible]-16	S. 17-19	S. [illegible]-21	S. [illegible]-57	S. [illegible]-71				S. 72-73		S. 74-75		S. 76-77	
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

Maximum points on workshe

Points earned on worksheets

Learning setting a/o teaching method*

Sheets in STS booklet (includes CET)

Skill circled in pretest box

Prescriber's initials

Date prescription is written

* CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80
SKILL CARD: "S" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL	PRE %	POST. %	TO 78
U. 29-31	U. 32-33	U. 34-35	
X01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
DATES									

MATHEMATICS PRESCRIPTION SHEET B

PAGE: 2 of 2

SCHOOL STAMP	U. S. 2-3	STUDENT NAME		STUDENT NUMBER				
				U. S.	4	5	6	7

GRADE		ROOM	UNIT				
U. S.	9			U. S.	10	11	12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
								PART 1		PART 2				
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71				S. [illegible]-73		S. [illegible]-75		S. 76-77	
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17.														
18														

CET results for prescribed skill

Limited pretest results for next skill in unit

Scorer's (aide or student) initials

Total number of school days used for mastery of each skill

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80
SKILL CARD: "S" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL	PRE %	POST. %	
U. 29-31	U. 32-33	U. 34-35	TO 78
X01	80	95	

PRE AND POST TEST SCORES										
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
	DATES								

MATHEMATICS PRESCRIPTION SHEET C

PAGE: OF

Mastery Pull

SCHOOL STAMP	U. S. 2-3

STUDENT NAME: Phyllis Carey

STUDENT NUMBER: 1 8 3 6 (U. S. 4 5 6 7)

GRADE: 3 (U. S. 9)

ROOM: 12

UNIT: D - Geom 1, 2, 3 (U. S. 10 11 12)

UNIT DATES		
UNIT BEGAN	10/31	U. 13-16
UNIT ENDED	11/8	U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	11/1	EP	1	Read Student Page								PM		
2				1	02,01	2	2					PM	1	
3				3		6	6					PM		
4				17		10	10					PM		
5	11/2	EP		CET16				5	100	0	0	PM	2	
6	11/3	EP	2	Read Student Page								PM		
7				2	0308	7	7					PM	1	
8				3		13	13					PM	2	
9				5		5	9					PM		
10	11/6	EP		13	02	7	7					PM	3	
11				8		5	6					PM		
12				10		12	12					PM		
13	11/7	EP		CET11				4	100	4	100	PM	4	
14	11/7	EP	3	Read Student Page								PM		
15				CET22				5	100			PM	1	
16														
17.	11/8	Posttest												
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80
SKILL CARD: "S" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL	PRE %	POST %	TO 78
U. 29-31	U. 32-33	U. 34-35	
X01	80	95	

PRE AND POST TEST SCORES										
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
⊗ 1	3	2	67	3	100				
⊗ 2	2	1	50	2	100				
⊗ 3	5	4	80	5	100				
X									
X									
X									
X			66		100				
X									
X									
X									
X									
X									
X									
X									
X									
X									
DATES		10/31		11/8					

360

TO BE RETAINED BY SCHOOL

APPLETON-CENTURY-CROFTS PR2

Mathematics Prescription Sheet C Summary

← Phyllis Carey: D-Geom.

1. Selection of IPI Unit:

   Selects and assigns D-Geom.

2. Diagnosis of Learning Needs:

   Administers D-Geom. Pretest.

3. Writing a Prescription:

   a. Prescribes Skill 1 (pages 1, 3, 17 and Inst. Tech. 02, 01)

   b. Prescribes Skill 2 (pages 2, 3, 5 and Inst. Tech. 03, 08)

   c. Extends Skill 2 prescription (pages 1, 3, 8, 10 and Inst. Tech. 02)

4. Implementing the Prescription:

   a. Phyllis works on prescription for Skill 1.
   Teacher guides Phyllis through prescription.

   b. Phyllis works on prescription for Skill 2.
   Teacher guides Phyllis through prescription.
   Same as above for extended prescription for Skill 2.

5. Ongoing Evaluation:

   a. Teacher evaluates Skill 1 worksheets and student performance and assigns D-Geom.-1 CET.
   Student scores 100% on Part 1 of CET and 0% on Part 2 and is assigned to Skill 2. (Return to step 3b.)

   b. Teacher evaluates Skill 2 worksheets and student performance and extends prescription to Skill 2. (Return to extended prescription of Skill 2 in step 3c.)

   c. Teacher evaluates Skill 2 in extended prescription and assigns D-Geom.-2 CET.
   Student scores 100% on Part 1 of CET and 100% on Part 2 of CET.
   Teacher assigns D-Geom.-3 CET.
   Scores 100% on CET.

6. Mastery Testing:

   Selects and administers D-Geom. Posttest.
   Student scores 100% on each unit skill in D-Geom. and is ready for next unmastered unit in the Continuum.

The following completed Prescription Sheets are included for purposes of group discussion. Review the following sheets as preparation for this discussion. Then form a small group of 4-5 teachers to discuss the development of the five prescriptions.

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF 1

Mastery Pull

SCHOOL STAMP U. S. 2-3

STUDENT NAME Joan Wiley

STUDENT NUMBER U. S. 4 5 6 7

GRADE 1 U. S. 9

ROOM

UNIT B-P.V. 1,2 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/6	U. 13-16
UNIT ENDED*	10/10	U. 17-20
DAYS WORKED*	3	U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	10/7	E.P.	1	Read Student Page										
2				3	08	3	4					R.S.	1	
3				6		3	3							
4				17		4	4							
5				18		3	3							
6	10/8	E.P.		CET 15				10	100	4	100	R.S.	2	
7	10/8	E.P.	2	Read Student Page										
8				CET 9				9	90				1	
9	10/10	E.P.												
			Posttest											
11														
12														
13														
14														
15														
.16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
2	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80
SKILL CARD: "S" IN COLUMN 80

KEYPUNCH SAMPLE			
SKILL	PRE %	POST. %	
U. 29-31	U. 32-33	U. 34-35	TO 78
X01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
⊗1	5	3	60	5	100				
⊗2	5	2	40	5	100				
X									
X									
X									
X									
X									
X			50						
X									
X									
X									
X									
X									
X									
X									
X									
X									
	DATES	10/6		10/10					

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF 2

Mastery Pull

SCHOOL STAMP U. S. 2-3

STUDENT NAME Joseph Howard

STUDENT NUMBER U. S. 4 5 6 7

GRADE U. S. 9

ROOM

UNIT I-Sa Topics 1,2,3 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/2	U. 13-16
UNIT ENDED	10/11	U. 17-20
DAYS WORKED*	6	U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	10/6	E.P.	3	Read Student Page										
2				CET 8				4	80				1	
3	10/9													
4		Posttest												
5	10/10	E.P.	3	1	02	3	3						2	
6				3		9	10							
7				5		6	6							
8				CET 11				4	100					
9	10/11	E.P.												
				Posttest			(Use Pre)							
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80
SKILL CARD: "S" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL U. 29-31	PRE % U. 32-33	POST. % U. 34-35	TO 78
X01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
	DATES								

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF 2

Mastery Pull

HOOL STAMP	U. S. 2-3
STUDENT NAME	Joseph Howard
STUDENT NUMBER U. S.	4 | 5 | 6 | 7
GRADE U. S.	9
ROOM	
UNIT	0.-Sp. Topics 1, 2, 3 — U. S. 10 | 11 | 12

UNIT DATES		
UNIT BEGAN	10/2	U. 13-16
UNIT ENDED	10/11	U. 17-20
DAYS WORKED*	6	U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	10/3	E.P.	1	Read Student Page										
2				1		6	6						1	
3				3	01	9	12							
4				5		7	8							
5				7		14	16						2	
6				9		19	19							
7				12		17	17						3	
8	10/5	E.P.		CET 16				13	93	2	100		—	
9	10/6	E.P.	2	Read Student Page										
				CET 11				4	100	2	100		1	
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80
SKILL CARD: "S" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL	PRE %	POST %	
U. 29-31	U. 32-33	U. 34-35	TO 78
X01	80	95	

PRE AND POST TEST SCORES										
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
⊗	10	4	40	9	90				
⊗	5	4	80	5	100				
⊗	5	2	40	3	60				
X									
X									
X									
X			53		83				
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
DATES		10/2		10/9		10/11			

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF 1

Mastery Pull

SCHOOL STAMP	U. S. 2-3

STUDENT NAME John Rocco

STUDENT NUMBER				
U. S.	4	5	6	7

GRADE	2
U. S.	9

ROOM

UNIT B-Frac-1

U. S.	10	11	12

UNIT DATES		
UNIT BEGAN	10/3	U. 13-16
UNIT ENDED	10/6	U. 17-20
DAYS WORKED*	3	U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST				SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	PART 1		PART 2				
								SCORE	%	SCORE	%			
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71				S. 72-73		S. 74-75		S. 76-77	
1	10/3	E.P.	1	Read Student Page								P.M.		
2				3	01, 09	2	4					P.M.	1	
3				5		6	6					P.M.		
4				6		6	7					P.M.		
5	10/4			CET 13				7	78			P.M.	2	
6	10/5			1								P.M.	3	
7				12								P.M.		
8	10/5			CET 15				9	100			P.M.		
9	10/6													
		Posttest												
11														
12														
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80
SKILL CARD: "S" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL	PRE %	POST. %	TO 78
U. 29-31	U. 32-33	U. 34-35	
X01	80	95	

PRE AND POST TEST SCORES										
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
⊗ 1	6	3	50	6	100				
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
DATES		10/3		10/6					

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF 2

Mastery Pull

SCHOOL STAMP	U. S. 2-3
STUDENT NAME	Philip Johnson
STUDENT NUMBER	U. S. 4, 5, 6, 7
GRADE	4 (U. S. 9)
ROOM	
UNIT	D-Div. 1, 2, 4, 6, 7 (U. S. 10, 11, 12)

UNIT DATES		
UNIT BEGAN	10/2	U. 13-16
UNIT ENDED	10/13	U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	10/3	E.P.	1	Read student page								P.M.		
2				5		21	21					P.M.	1	
3				7		5	5					P.M.		
4				CET 1a				6	100	3	75	P.M.		
5	10/4	E.P.	2	Read student page								P.M.		
6				2		26	26					P.M.	1	
7				4	01	3	3					P.M.		
8				7		4	6					P.M.	2	
9				9		9	10					P.M.		
10	10/6	E.P.		CET 12				9	90	3	100	P.M.	3	
11	10/6	E.P.	3	Read student page								P.M.		
12				CET 11 (pad) Part II only				—	—	5	100	P.M.	1	
13	10/9	E.P.	4	Read student page								P.M.		
14				CET 9				13	93	6	100	P.M.	2	
15	10/9	E.P.	5	Read student page								P.M.		
16				CET 9 (pad) Part II only				—	—	5	71	P.M.	1	
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80
SKILL CARD: "S" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL U. 29-31	PRE % U. 32-33	POST % U. 34-35	TO 78
X01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER	ENTER POINTS PER SKILL	PRE	%	POST	%	POST	%	POST	%
⊗ 1	5	4	80	5	100				
⊗ 2	10	7	70	9	90				
X 3	5	5	100	5	100				
⊗ 4	20	8	40	18	90				
X 5	6	6	100	6	100				
⊗ 6	6	4	67	6	100				
⊗ 7	4	1	25	4	100				
X									
X									
X			69		100				
X									
X									
X									
X									
X									
X									
X									
DATES		10/2		10/3					

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF 2

SCHOOL STAMP U. S. 2-3

STUDENT NAME Philip Johnson

STUDENT NUMBER U. S. 4 5 6 7

GRADE U. S. 9

ROOM

UNIT D-Div 1,2,4,6,7 U. S. 10 11 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES.	PRES. INIT.	SKILL NO.	PAGE NO.	INST. TECH CODES	SCORE	MAX. POINTS	SCORE	%	SCORE	%	SC'S INIT.	DAYS* WORKED IN SKILL	NOTES
	S. 13-16	S. 17-19	S. 20-21	S. 22-57	S. 58-71				S. 72-73		S. 74-75		S. 76-77	
1	10/9	E.P.	6	Read student page								P.M.		
2				8	02	10	11					R.M.		
3				9		11	12					P.M.		
4	10/10	E.P.		CET 11				12	86	1	50	R.R.	2	
5	10/11	E.P.	7	Read student page										
6				3	03	6	8						1	
7				4		6	8							
8				7	09	3	3						2	
9				8		3	3							
	10/12	E.P.		CET 9				4	100			R.R.	3	
11	10/13													
12			Posttest											
13														
14														
15														
16														
17.														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
	OTHERS

OVERFLOW U. & S. 79

UNIT CARD: "U" IN COLUMN 80
SKILL CARD: "S" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL	PRE %	POST %	
U. 29-31	U. 32-33	U. 34-35	TO 78
X01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
DATES									

MATHEMATICS PRESCRIPTION SHEET

PAGE: 1 OF 2

Mastery Pull

SCHOOL STAMP U. S. 2-3

STUDENT NAME Kate Brown

STUDENT NUMBER U. S. 4 5 6 7

GRADE 6 U. S. 9

ROOM

UNIT U. S. 10 11 12

UNIT DATES		
UNIT BEGAN	10/19	U. 13-16
UNIT ENDED	10/31	U. 17-20
DAYS WORKED*	9	U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-57	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	10/20	E.P.	1	Read student page								R.S.		
2				1	04	6	6					R.S.	1	
3				2		2	2					R.S.		
4				5		4	8					R.S.	2	
5				6		9	12					R.S.		
6	10/23	E.P.		11	11	10	12					R.S.		
7				12		12	12					R.S.		
8	10/24	E.P.		CET 10				8	100	4	100	R.S.	3	
9	10/24	E.P.	3	Read student page								R.S.		
				CET 11 (fail) Part II only						1	50	R.S.	1	
11	10/25	E.P.	4	Read student page								R.S.		
12				5		3	4					R.S.	2	
13				6		3	3					R.S.		
14				7		3	3					R.S.		
15	10/26	E.P.		CET 3				2	100	3	100	R.S.	3	
16	10/26	E.P.	5	Read student page								R.S.		
17				CET				6	86			R.S.	1	
18	10/27	E.P.												

Posttest

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80
SKILL CARD: "S" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL	PRE %	POST %	
U. 29-31	U. 32-33	U. 34-35	TO 78
X01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
⊗ 1	5	0	0	4	80	5	100		
X 2	5	5	100	4	80	5	100		
X 3	6	6	100	6	100	6	100		
⊗ 4	5	3	60	5	100	5	100		
⊗ 5	5	4	80	5	100	5	100		
X									
X									
X									
X			68		92		100		
X									
X									
X									
X									
X									
X									
X									
X									
DATES		10/19		10/27		10/31			

MATHEMATICS PRESCRIPTION SHEET

PAGE: 2 OF 2

SCHOOL STAMP | U. S. 2-3

STUDENT NAME: Kate Brown

STUDENT NUMBER | U. S. | 4 | 5 | 6 | 7

GRADE | U. S. | 9

ROOM

UNIT: G-COP. 1, 4, 5 | U. S. | 10 | 11 | 12

UNIT DATES		
UNIT BEGAN		U. 13-16
UNIT ENDED		U. 17-20
DAYS WORKED*		U. 21-22

SCHOOL CALENDAR		
BEGAN		U. 23-25
ENDED		U. 26-28
Worked		

	SKILL BOOKLETS							CURRICULUM TEST						
								PART 1		PART 2				
	DATE PRES. S. 13-16	PRES. INIT. S. 17-19	SKILL NO. S. 20-21	PAGE NO. S. 22-37	INST. TECH CODES S. 58-71	SCORE	MAX. POINTS	SCORE	% S. 72-73	SCORE	% S. 74-75	SC'S INIT.	DAYS* WORKED IN SKILL S. 76-77	NOTES
1	10/30	E.P.	1	Read student page										
2				17	02	22	24					R.S.	1	
3				18		8	8					R.S.		
4				CET 25				8	100	4	100	R.S.		
5	10/30	E.P.	2	Read student page				6	100				1	
6				CET 10										
7	10/31	E.P.												
8				Posttest		(Use Pre)								
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														

CODES	INSTRUCTIONAL TECHNIQUE
01	TEACHER TUTOR
02	PEER TUTOR
03	SMALL GROUP (2-10)
04	LARGE GROUP (11-UP)
05	SEMINAR
06	CURR. TEXTS
07	OTHER TEXTS
08	FILM STRIPS
09	RECORDS, TAPES
10	RESEARCH
11	TUTOR OF OTHERS
12	OTHERS

OVERFLOW
U. & S. 79

UNIT CARD: "U" IN COLUMN 80
SKILL CARD: "S" IN COLUMN 80

KEYPUNCH SAMPLE

SKILL	PRE %	POST. %	
U. 29-31	U. 32-33	U. 34-35	TO 78
X01	80	95	

PRE AND POST TEST SCORES									
ENTER SKILL NUMBER ▼	ENTER POINTS PER SKILL	PRE	% ▼	POST	% ▼	POST	% ▼	POST	% ▼
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
X									
	DATES								

TEACHING IN IPI

PROCEDURES FOR USING CET'S

Teacher	Student	Aide
1. Reviews student performance on prescription for skill or looks ahead to next unmastered skill.		
a. Predicts high probability of success on CET.		
2. Prescribes and administers CET for skill.	Takes prescribed CET	
a. Reads directions as needed.	Gives completed CET to aide.	Scores CET.
		Enters scores on Prescription Sheet.
3. Examines CET scores.		
a. 85% or over on Part 1 indicates mastery of skill and student is moved to next unmastered skill. 85% or over on Part 2 indicates student may have mastered the next skill. If this is not supported by his Pretest score on skill, he is given CET for skill to determine mastery.	Starts on next unmastered skill.	Scores worksheets.
	Takes CET for skill in Part 2 or	Scores CET.
	Starts on next unmastered skill.	Enters scores on Prescription Sheets.
b. Below 85% on Part 1 indicates lack of mastery of prescribed skill and prescription is extended.	Works on extended prescription.	
Below 85% on Part 2 indicates probable lack of mastery of next skill. If Pretest score or CET score for the skill supports this, student is assigned a prescription for the skill.	Works on prescription for the skill.	

POSTTEST: Section III: Curriculum Embedded Tests

The following items constitute a posttest.

The answer key which accompanies the test is correlated to the instructional materials in this section. Based upon the right and wrong responses you have made on the test, the answer key will direct you to those pages on which you should work to achieve 100% mastery.

Use the directions given with the pretest.

Select the best answer:

1. What is the next prescription?

Unit Skill	Pretest Percent	Prescription	CET Percent Part 1	CET Percent Part 2
D-Num.-1	100			
D-Num.-2	100			
D-Num.-3	97			
D-Num.-4	76	Completed	90	95
D-Num.-5	82			

a. Work in D-Num.-5.

b. D-Num.-5 CET.

c. D-Num. Posttest. ____________

Unit Skill	Pretest Percent	Prescription	CET Percent Part 1	CET Percent Part 2
B-SOM-1	87	Completed	95	80
B-SOM-2	83	Completed	100	60
B-SOM-3	76			
B-SOM-4	40			

a. Work in B-SOM-3.

b. B-SOM-3 CET.

c. B-COM-3 CET (Part 1). ____________

Unit Skill	Pretest Percent	Prescription	CET Percent Part 1	CET Percent Part 2
E-Spec. T.-1	70	Completed	100	65
E-Spec. T.-2	80	Completed	100	65
E-Spec. T.-3	60	Completed	95	

a. E-Spec. T. Posttest.

b. E-Spec. T.-1 CET (Part 2).

c. Additional work in E-Spec. T.-3. ____________

Unit Skill	Pretest Percent	Prescription	CET Percent Part 1	CET Percent Part 2
C-Money-1	70	Completed	100	73
C-Money-2	70	Completed	95	96
C-Money-3	80	Completed	82	

a. C-Money Posttest.
b. Alternate CET for C-Money-3.
c. Additional work in C-Money-3. ____________

Unit Skill	Pretest Percent	Prescription	CET Percent Part 1	CET Percent Part 2
E-Time-1	100	Completed	100	60
E-Time-2	50	Completed	100	95
E-Time-3	95			
E-Time-4	76			
E-Time-5	82			

a. E-Time-3 CET (Part 2).
b. E-Time-4 CET.
c. E-Time-4 CET (Part 1). ____________

2. The CET II for a skill is:
   a. Listed as supplementary material in the STS Booklet.
   b. Bound in a pad of identical CET's.
   c. Both a and b. ____________

3. There are CET's for:
   a. Every skill but the last one in every unit.
   b. Every skill in the Continuum.
   c. Every unit in the Continuum. ____________

4. When a student scores under 85% on Part 1 of a CET I, the teacher:
    a. Uses the CET to diagnose the student's learning difficulties.
    b. Assigns the remaining worksheets in the STS Booklet for the skill tested by the CET.
    c. Assigns Part 1 of CET II. ____________

5. A score of 85% or over on Part 1 of a F-Frac.-10 CET tells us that the student:
    a. Is ready to take F-Frac.-11 CET (Part 1).
    b. Is ready for work in F-Frac.-11.
    c. Has mastered F-Frac.-10. ____________

6. CET's are designed:
    a. To test a student's mastery of two successive unit skills in one test.
    b. To test a student's mastery of a unit skill and to diagnose the student's difficulties with the next skill in one test.
    c. To test a student's mastery of a unit skill and to pretest the next unit skill in one test. ____________

ANSWER KEY

POSTTEST: Section III: IPI Curriculum Embedded Tests (pp. 266-371 ~~266-371)~~

1. b
   a
   a
   c
   a

2. a

3. b

4. a

5. c

6. c

TEACHING IN IPI

DIAGNOSIS OF STUDENT ACHIEVEMENT

SUMMARY SHEET

	Sample	Purpose	Administered	Label	Location
Placement Tests	Levels B-G extensively.	Locate student in all Areas of Continuum.	Upon initial entry into Continuum or at start of the school year.	Level	Bound in booklets by levels.
Pretests	All skills in a unit intensively.	Identify and diagnose unmastered skills in unit or alternate form of Posttest.	Before working in a unit or As second Posttest.	Unit (Level-Area)	Bound in booklets by units.
CET	One unit skill intensively; next skill briefly.	Assess mastery of skill; limited pretest of next skill.	After completing prescription on skill; pretest of skill.	Unit skill (Level-Area-Skill #); Form I or II.	Bound in Standard Teaching Booklet for skill; CET I Pad.
Posttests	All skills in a unit intensively	Assess mastery of unit; identify and diagnose skill still unmastered.	After all skills in unit are mastered.	Unit (Level-Area)	Bound in booklets by units.

IPI Achievement Tests

1. Placement Tests → Placement Profile or starting sequence of unmastered units

2. First unmastered unit Unit Pretest → Unmastered unit skills

3. First unmastered unit skill Prescription → Probable mastery of unit skill

4. Probable mastery of unit skill CET
   - PART I →
     - → Mastery of unit skill
     - → Lack of mastery (extend prescription)
   - PART II →
     - → Possible mastery of next skill - Use CET
     - → Possible lack of mastery of next skill

5. Mastery of all unit skills Unit Posttest →
   - → Mastery of all unit skills
   - → Unit Skill(s) still unmastered

IPI Testing Sequence